

SOCIAL EDUCATION

VOLUME XXIII

OCTOBER, 1959

NUMBER 6

Accent on The Teaching of Contemporary Affairs

| | |
|--------------------------------------------------------------------|--------------------------|
| Editor's Page: Henry Johnson's Definition of a Current Event | 253 |
| Major Issues on the Home Front | John W. Caughey 254 |
| Major Issues in Our Foreign Policy | Alexander DeConde 257 |
| A Case for the Classroom Periodical | William J. Shorrock 260 |
| Using Daily Newspapers More Effectively | Jonathon C. McLendon 263 |
| Essential Understandings for the World Citizen | Peter F. Oliva 266 |
| The Specialized Agencies: A Note on Comparative Features | Stephen S. Goodspeed 269 |
| Center for Information on America | Adeline H. Banker 273 |
| The NCA Foreign Relations Project | James M. Becker 274 |
| The FPA Great Decisions Program | Thomas Strong Menkel 285 |

ELEMENTARY AND JUNIOR HIGH SCHOOL SECTION

| | |
|--------------------------------------------|----------------------|
| Sixth-Graders Analyze Foreign Policy | Jacob I. Aronson 287 |
|--------------------------------------------|----------------------|

DEPARTMENTS

| | |
|---------------------------------------------|--------------------------|
| Notes and News | Merrill F. Hartshorn 292 |
| Pamphlets and Government Publications | Louis M. Vanaria 297 |
| Sight and Sound in Social Studies | William H. Hartley 299 |
| Book Reviews | Daniel Roselle 303 |

NCSS 39th Annual Meeting—Kansas City, Missouri, 291

SOCIAL EDUCATION is indexed in EDUCATION INDEX

OFFICIAL JOURNAL OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES
PUBLISHED IN COLLABORATION WITH THE AMERICAN HISTORICAL ASSOCIATION

THANK YOU ●

FOR YOUR ENTHUSIASTIC RESPONSE TO OUR ADS IN SOCIAL EDUCATION. TEACHERS ACROSS THE NATION NOW APPRECIATE

● THE HANDBOOK FOR SOCIAL STUDIES TEACHING

AS AN INVALUABLE AID FOR DAILY
CLASSROOM USE

AND

COLLEGE INSTRUCTORS NOW VALUE
THE HANDBOOK AS A BASIC TEXT-
BOOK IN METHODS COURSES.

TABLE OF CONTENTS (256 PAGES)

SECOND PRINTING

- *Ideals and Purposes*
- *Planning Our Work*
- *The Unit Organization*
- *The Core Curriculum*
- *Teacher and Class in Action*
- *The Slow Learner*
- *The Superior Student*
- *The Teaching of Current Affairs*
- *Audio-Visual Materials and Techniques*
- *Testing*
- *Notes from a Supervisor's Files*
- *A Reading Guide*

SINGLE COPY \$3.50

10 OR MORE 20% OFF

SEND ORDERS TO:

Mr. Alvin I. Sigal
Brooklyn Technical H.S.
29 Fort Greene Place
Brooklyn 17, New York

WRITTEN AND PUBLISHED BY THE ASSOCIATION OF TEACHERS OF SOCIAL STUDIES IN THE CITY OF NEW YORK, A LOCAL COUNCIL OF THE N.C.S.S. ●



just
once!

If you feel that your money management classes could use some new material to make them more interesting, you'll be pleased with what "Your Savings and Investment Dollar" does for both you and your students.

This new booklet leads into the subject of savings and investment by speaking of them as a means of accomplishing objectives in life. Then, it launches into an informative yet simple discussion of all ways to save, and all ways to invest.

Important, too, the booklet stimulates the student to think about his own savings and investment program—tailored to his personal circumstances and aims. In

short, it helps you guide students into good money management habits that affect their entire futures. Send the coupon today for your complimentary copy.

MONEY MANAGEMENT INSTITUTE OF HOUSEHOLD FINANCE

Corporation

Prudential Plaza, Chicago 1, Illinois, Dept. SE-10-59

Please send me a complimentary copy of "Your Savings and Investment Dollar"... also include Money Management Program folder describing all 12 current booklets and 5 filmstrip lectures.

NAME _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

SCHOOL OR ORGANIZATION _____

**This material is part of
Household Finance Corporation's public service program to provide expert financial guidance to American families.**

not a SHRINKing but an EXPANding world

Not too many decades ago, an invasion of an Asiatic peninsula would not have concerned us. In 1950 it did. For the same reasons that the world is shrinking, it is also *expanding* for each individual. All of us today must have a global consciousness.

Even in a high school study of world history, the traditional emphasis on the western world will no longer serve. A student should learn about the entire world because he is now part of the entire world. And he needs to know those chapters and lessons of world history that will help explain the entire world today and guide him tomorrow. His very survival may depend on this.

Lane, Goldman, and Hunt's *The World's History*, brought up to date this year in a Third Edition, is a high school text about the history of the world—the *entire* world. It is organized around major forces—most of them enduring even now—that have influenced and are continuing to influence the world's history.

THE WORLD'S

HISTORY, Third Edition, gives meaning and purpose to a world history course. We invite you to consider it.

Accompanied by: Student Guide and Workbook and Teaching Tests

H HARCOURT BRACE and Company New York 17, Chicago 1, Pasadena 2

TEXTS WORTH TEACHING

from

LIPPINCOTT



OUR AMERICAN GOVERNMENT

by Dimond-Pfleger

... a seven-unit text explaining our American government, including its basic ideology, features of the separate branches, state and local functions, taxation, finance, and our relationships in international affairs. Major ideas are supported by pertinent, up-to-date facts, statistics and illustrations that lead the student to a deeper understanding of his rights and responsibilities as a citizen. Features end-of-chapter questions, ideas for discussion, reference materials, civic terms and suggested activities.

YOUTH FACES AMERICAN CITIZENSHIP

by Allunas-Sayre

... written for the high school student to help him become well-informed, to think critically, and to be active in civic affairs. The ten text units, interpreted from a historical viewpoint, progress from a consideration of immediate social problems to a study of national and world issues. Broad coverage is given to citizenship, life adjustments, economics, group relations, democratic government, and international conditions. Reference materials, reviews, projects, questions, and hypothetical problems follow each chapter. Tests in Teacher's Manual.

J. B. LIPPINCOTT COMPANY

333 West Lake Street
Chicago 6, Illinois

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

OFFICERS, 1959

President

HOWARD H. CUMMINGS, U.S. Office of Education, Washington, D.C.

President-Elect

EUNICE JOHNS, Wilmington (Del.) Public Schools

Vice-President

EMLYN D. JONES, Seattle (Washington) Public Schools

Editor

LEWIS PAUL TODD, Washington, D.C.

Executive Secretary

MERRILL F. HARTSHORN, Washington, D.C.

Directors

JACK ALLEN, George Peabody College for Teachers, Nashville, Tenn.

WILLIAM H. CARTWRIGHT, Duke University, Durham, N.C.

NELDA DAVIS, Supervisor of Social Studies, Prince Georges County, Md.

RUTH ELLSWORTH, Wayne State University, Detroit, Mich.

SHIRLEY H. ENGLE, School of Education, Indiana University, Bloomington, Ind.

JEAN FAIR, Wayne State University, Detroit, Mich.

RICHARD E. GROSS, Stanford University, Palo Alto, Calif.

S. P. MCCUTCHEN, New York University

DOROTHY PAULS, St. Louis (Mo.) Public Schools

ELMER F. PFLIEGER, Detroit (Mich.) Public Schools

ISIDORE STARR, Brooklyn (N.Y.) Technical High School

SOCIAL EDUCATION

Pamphlets Editor

LOUIS M. VANARIA
College of Education
Cortland, New York

Business Manager

MERRILL F. HARTSHORN
1201 16th Street, N.W.
Washington 6, D.C.

EDITOR

LEWIS PAUL TODD
1201 16th Street, N.W.
Washington 6, D.C.

Audio-Visual Editor

WILLIAM H. HARTLEY
State Teachers College
Towson, Maryland

Book Review Editor

DANIEL ROSELLE
State University of New
York at Fredonia

Executive Board

STELLA KERN, Chairman, Chicago Public Schools (1960)

BETH ARVESON, Wisconsin High School, Madison (1959)

HERMAN AUSUBEL, Columbia University

HENRY C. BORGER, Jr., Clark University, Worcester, Mass. (1961)

RALPH A. BROWN, State Teachers College, Cortland, New York (1959)

WILLIAM B. FINK, State Teachers College, Oneonta, New York (1960)

ADELENE HOWLAND, Mt. Vernon (N.Y.) Public Schools (1959)

EARL S. JOHNSON, University of Chicago (1961)

BOYD C. SHAFER, American Historical Association

BUENA STOLBERG, Webster Groves (Mo.) Public Schools (1960)

Advisory Board

HENRY J. ABRAHAM, University of Pennsylvania

ALBERT ALEXANDER, New York City Board of Education

FLORENCE O. BENJAMIN, Abington (Pa.) Public Schools

EDWARD L. BILLER, Jr., Baltimore (Md.) Public Schools

DAVID BRADFORD, Houston (Texas) Public Schools

DON C. CLINE, Ralph Waldo Emerson Junior High School, Los Angeles, California

KENNETH S. COOPER, George Peabody College for Teachers, Tennessee

JACK W. ENTIN, Forest Hills (N.Y.) High School

ELMER D. FULLENWIDER, Seattle Public Schools

ROBERT WILLIAM GOSS, Worcester (Mass.) State Teachers College

W. L. GRUENEWALD, Ball State Teachers College, Indiana

LAWRENCE O. HAABY, University of Tennessee, Knoxville

DOROTHY W. HAMILTON, Hyde Park (N.Y.) Public Schools

GLADYS HOFFPAUR, Southwestern Louisiana Institute

MAX KLINGBEIL, Los Angeles State College

F. W. MANN, Kansas City (Mo.) Public Schools

JOHN D. MCAULAY, Pennsylvania State University

MARIE J. OKARMA, Garfield Heights (Ohio) Public Schools

FRANCES HAUSER PARK, Fresno (Calif.) Unified School District

KENNETH SHEDDON, Sargent College, Boston University

WILMA SIMMONS, Jacksonville (Fla.) Public Schools

ELIZABETH STACK, Raleigh (N.C.) Public Schools

RICHARD WARREN, Indian Springs School, Helena, Alabama

LILLIAN WITUCKI, Detroit (Mich.) Public Schools

SOCIAL EDUCATION is published by the National Council for the Social Studies in collaboration with the American Historical Association. It does not accept responsibility for the views expressed in articles, reviews, and other contributions that appear in its pages. It provides opportunities for the publication of materials that may represent divergent ideas, judgments, and opinions.

The National Council for the Social Studies is the Department of Social Studies of the National Education Association of the United States. Membership is open to any person or institution interested in teaching the social studies. Each member receives the yearbook, a subscrip-

tion to SOCIAL EDUCATION, and occasional other publications. Dues are \$5.00 for teachers with salaries under \$3,600 and \$7.00 for teachers with salaries over \$3,600. For further information, write to the Executive Secretary, 1201 Sixteenth Street, N.W., Washington 6, D.C.

Editorial office: 1201 Sixteenth Street, N.W., Washington 6, D.C. Correspondence in regard to manuscripts and reviews should be addressed to the Editor, in regard to advertising to the Business Manager.

Subscription without membership is \$5.00 a year; single copies 75 cents. Address SOCIAL EDUCATION, 1201 Sixteenth St., N.W., Washington 6, D.C.

Copyright, 1959, by the National Council for the Social Studies

Published monthly except June, July, August, and September at 1201 Sixteenth Street, N.W., Washington 6, D.C., by the National Council for the Social Studies. Second-class postage paid at MENASHA, WISCONSIN, and at additional mailing office, under the act of March 3, 1879. Accepted for mailing at special rate of postage provided for in the act of February 28, 1925.
Printed in the U.S.A.

AMERICAN GOVERNMENT IN TODAY'S WORLD

1959 Copyright

ROBERT RIENOW

The 1959 edition brings the text up to date on all phases of government—local, state, and national. Statistical and graphic material has been revised. New illustrative material parallels and extends the new content.

AMERICAN PROBLEMS TODAY Second Edition

ROBERT RIENOW

Attention is focused on contemporary issues such as—relations between labor and industry, power and regional planning, political parties and the high cost of campaigning, control of the weapons of war. The content and the illustrative material are completely up to date.

Over 175 million people make up America.
They are an odd mixture assembled from the far
reaches of the globe and joined together, not by
blood relationship, but only by their
common belief in what America stands for.
Of course, mere numbers do not make a nation great;
it is not how many people there are, but what they can do.

—ROBERT RIENOW

D. C. HEATH AND COMPANY

Editor's Page

Henry Johnson's Definition of a Current Event

PERHAPS the greatest service we could perform for readers of an issue of *Social Education* which has as its central focus the teaching of contemporary affairs would be to reprint in its entirety Henry Johnson's chapter on "The Treatment of Current Events." This chapter appears in Johnson's classic volume, *Teaching of History* (revised edition, 1940), and the social studies teacher who hasn't read the chapter (and for that matter the entire book) would do well to start his feet moving in the direction of the nearest library.

We can't reprint the chapter, but we can reproduce a few lines from Johnson's answer to the question, "What is a current event?"

"At what age does an event cease to be a current event and take on the dignity or indignity of history? Any approach to history through current events implies that somewhere there is a line to be crossed. On one side of the line events are current events; on the other side of the line events are history. The line is made important

by assumption, old and yet always new, that current events function *because* they are *current* and that history can function only to the extent to which it is determined by current events. But if the distinguishing feature of history is its indirect method of arriving at knowledge, it is not the age of an event that makes it history; it is the method of arriving at knowledge of the event. The line between what we call current events and what we call history is crossed where our own direct observation of events ceases. Beyond that line all is history the instant it happens; beyond that line knowledge can be acquired only by the historical method; beyond that line the study of events in any sense 'current' is a study of history." An uncritical attitude toward what is accepted as fact is responsible for much that is wrong with the world.

"Did things happen as reported? Did he, she, or they actually say or do what is reported? Some teachers are already bringing these questions within the experience of pupils. Can any training that ignores these questions be called critical?"

IN THIS ISSUE—

Analyses of current issues facing Americans on the home front and in the broad field of foreign policy, plus 8 other articles.

For teachers of social studies in the elementary school, a new feature prepared for the book editor by Miss Jane Ann Flynn of the State University of New York. Starting with this issue, Miss Flynn, children's librarian and specialist in books for elementary schools, will present a monthly annotated list of books of special interest and value to children (see page 310).

Advance notice of the NCSS convention to be held in Kansas City, Missouri (see page 291).

A new departmental editor, Louis M. Vanaria, who, starting with this issue, takes over the job of editing the section devoted to Pamphlets and Government Publications. Dr. Vanaria, a member of the faculty of the College of Education at Cortland (N.Y.), succeeds Manson Van B. Jennings. After seven years of meeting monthly deadlines, Dr. Jennings decided the time had come to return to a more normal way of life. We are deeply grateful to both of these men, the one for past services rendered well and faithfully, the other for the willingness to assume this responsibility.

Major Issues on the Home Front

John W. Caughey

TEACHER: "Name the biggest domestic problem."

BOY: "Dad, Mom, and my kid brother."

FOR A good long time in the history of our country the internal problems of the nation were truly domestic. They began at home and they seemed to lie strictly within the great American family.

That, of course, had not always been the case. The United States never existed all to itself. Allies helped the colonists win independence, and for a full generation the young nation lived in the shadow of Europe and found time and room to develop mainly by taking advantage of Old World rivalries and misfortunes.

Currently, whether we like it or not, we are much more citizens of the world. We agree bipartisanly with our leaders that the number one issue is peace. "I will go to Korea" won more votes than the promise to balance the budget. To be an isolationist today requires so much fortitude and blindness that almost no one accepts the label. More than that, our domestic problems have so many entangling alliances with things international that to isolate any of them as solely domestic is almost impossible.

And yet, the most fruitful approach may be to look at America first and see if our problem solving cannot begin at home. Certainly there are grave problems that confront us on the home front. Here are six, each of considerable magnitude, yet the list is not exhaustive:

1. Atomic fission and how to live with it.
2. How to be strong without being strong-armed by our own military.
3. How to pay for the education that we need and how to be sure that we have the right educational goals and program.

John W. Caughey is a professor of American history at the University of California at Los Angeles. He is the managing editor of the *Pacific Historical Review* and the literary editor of *Frontier*. He has also written or edited a number of books, among them *In Clear and Present Danger*; *California*; *Gold Is the Cornerstone*; *Hubert Howe Bancroft, Historian of the West*; *McGillivray of the Creeks*; and *Bernardo de Galvez in Louisiana*.

4. How to maintain prosperity and at the same time achieve an equitable sharing in the benefits.
5. How to see to it that government does not lend its countenance to discrimination against race or class.
6. When security is the watchword, how to safeguard the freedoms guaranteed to individuals by the Constitution.

A poll of Americans probably would not put the atomic problem first. After all, Hiroshima was fourteen years ago and there's still life on this planet. Yet in the back of our minds we do have awareness that the human race is sitting on a man-made volcano capable of blowing us all into eternity or more insidiously of poisoning the race through fallout. To date we have not faced up to the public health implications of our own atomic testing. Nor have we taken the trouble to participate in carefully considered policy making on the peaceful uses of atomic power. Almost by default we seem headed for a hand-over of this government-developed resource to private corporations. Ultimate control of what man may do with the atom will have to be arrived at internationally, but with or without co-operation from Russia we have the issue of how on the home front to co-exist with the atom and the atomic scientist.

From the monarchies with which our democracy first had to compete we moved on in the thirties to the fascists. Shortly after the close of World War II the communist variety of totalitarianism became the chief competitor. Against Communist Russia and China we have waged cold war ever since. In the first Berlin crisis, in Hungary, in Jordan, in Indochina, and on a dozen other fronts this declared hostility has threatened to burst out into actual war. In the Korean police action it did just that. Thus, for as long as all but the oldest of our enrolled scholars can remember, the United States and Russia have been at outs, snarling at each other, and ready at the drop of an A-bomb to try to annihilate each other.

In such a setting emphasis inevitably goes to military preparedness. The Department of De-

fense takes the biggest bite out of federal tax receipts. It is the biggest purchaser in the nation. Directly and indirectly it is the biggest employer. Moreover, it speaks in a voice that commands. On the program and appropriation for the Department of Agriculture or on a foreign aid bill Congress collects evidence, debates, and feels itself fully competent to make sweeping amendments contrary to what the experts have proposed. As to defense, there also are hearings and debates, but it is hard to dispute the military administrators and theorists and above all the mysterious scientists who are devoting their genius to devising the new arsenal with the bigger bang. This mystique holds sway over Congress and over the citizen-voter. In general, what the military wants, the military gets.

In point of fact some parts of the defense mechanism are not beyond the comprehension of the average American and could be approached as domestic issues. One concerns the draft. As a peacetime instrument it is quite out of step with our tradition. The question also is whether it is efficient. In an age of fantastically intricate weapons is the draft the ideal way to recruit military personnel?

Another concerns the retired admirals and generals who are snapped up by the munitions makers to act as their salesmen in the Pentagon. The issue involved is analogous to conflict of interest. In business done this way is the government apt to get its money's worth? This question is central in the current investigation of cost accounting practices by several of the big contractors operating on a cost-plus basis. But beyond the cost factor is the issue of the pre-eminence of the civilian or the military in government decision making. The American position up to now has been in favor of civilian control. And on that philosophy we could assert that we did not raise our officer boys to be lobbyists or salesmen.

Militarism now pervades almost every domestic activity in our nation. It is large in our economy; it colors our education; it engages much of our science; it pre-occupies our government. In many an area where we would like to have government do more we are blocked until we can re-order our affairs and do considerably less for militarism. A key domestic issue is to set militarism in proper perspective.

In education the paramount crisis seems to be how to cope with the sudden bulge in the school age population that today overtakes the primary and secondary facilities and tomorrow will engulf the colleges. The crux of the problem is usually

taken to be financial. How can the nation afford such an outlay for buildings and the needed teachers? How can we afford it with so much already budgeted for cigarettes, intoxicants, automobiles, and defense, and with inflation reducing the real endowment of the private schools?

The problem is more complicated. Even with plenty of money in hand, it takes time to train and recruit properly qualified teachers, especially for advanced work. The predictions are dire that much of the teaching in the proximate future will be by inadequately prepared persons.

The quality of American education may well be an even more important issue. The first Russian sputnik threw us into an orbit of panic that we had not sufficiently emphasized science. Out of it came increased allotments for the already advantaged fields of applied science and to some extent of pure science. Such measures, however, clearly are not the full answer to the question of quality. They may in fact obscure the over-all issue and, like the pressing need for more schools and teachers, they may retard rather than advance the careful re-evaluation of aims and methods that should be going on continuously.

Another cluster of issues concerns the economy. With national income at an all-time high and the stock market at its giddiest height there are temptations to say that all is right with our world. Yet we are violating several of the adages by continuing to add to the national debt and making prodigal drafts on certain natural resources. There are signs of callousness about substantial unemployment as a normal condition. The 1957-58 slump also raises the question to what degree are we safeguarded against another depression.

As compared to 40 or 50 years ago today's tax load is exceedingly heavy. Our sales, excise, and gasoline taxes bear down heavily on the lower income groups. Property taxes are disproportionate to those on other investments. There are loopholes of special utility for upper bracket incomes. And the federal inheritance tax, although scaled to an advertised 77 percent on estates of \$10,000,000, actually yields an average of less than a year's interest on the capital value of estates. Tax revision thus is a potential issue.

The most obvious place where tax paring might be made possible is through curtailing the military budget, yet we may soon find ourselves putting even more into the defense budget. The Democratic Advisory Council, for instance, has just advised that \$41,000,000,000 a year leaves us "naked to our enemies" and that we ought to be

spending at least \$7,500,000,000 more.

Here is a many-sided issue. Our current foreign policy requires strength second to none, but it is pertinent to know whether a foreign policy that makes such a drain is permanently endurable.

On the other hand this grandiose military spending is sometimes seen as the main bolster of our prosperity. If we were in a position to disarm how would we keep the economy flourishing? Ways have been suggested, but none of them is the equivalent of 40-odd billions dispensed annually by the Department of Defense.

Cosmopolitan by derivation, a gathering place for people from all parts of the world, the United States has been an experiment station in what we loosely call race relations. These relations, furthermore, have been complicated and given a raw edge by parts of our history. The Indian was initially regarded by our national government as a child-like creature who should be treated as a ward rather than a full-fledged citizen. We have been slow about changing this attitude. The Negro was once a slave, and many Americans still believe that he is by nature inferior. In the days of mass immigration many of the persons who came to the United States had a long way to go in the assimilation process before they could pass muster as regular Americans, and from this there is a certain legacy of looking down on foreigners—an attitude by no means an American monopoly. Our history thus is partly responsible for the race problems that we have.

Here the main focus at present is on the question of common schools. Five years ago, by unanimous decision, the Supreme Court held that to segregate in the public schools is violative of the Constitution. The Court's proviso about "all deliberate speed" may or may not have softened the impact. But the issue as it now stands is not whether to desegregate but how rapidly. Congress could have clarified by enacting a schedule. The President could have eased the tension by indicating a clear intent. Many schools and several whole states have done away with school segregation or have made a substantial beginning. In a few states, in contrast, there has been bitter resistance and an impasse threatens. In that respect the problem is more grave than it was the day after the decision.

But the issue of race relations is broader and deeper than the desegregation of schools. It includes such matters as restrictive covenants in housing, fair employment practices, and the right to vote. Nor is the Negro the only minority group

subjected to discrimination. The Indian, the Mexican, the Oriental, the Puerto Rican, the Jew, and diverse other minorities at times have been accorded considerably less than equal rights.

A special feature of our American system since the days of the Founding Fathers has been a set of safeguards written into the Constitution to protect the individual from overbearing and arbitrary treatment at the hands of his government. Some such guaranties occur elsewhere in the Constitution but the special cluster of them is in the first ten Amendments significantly known as the Bill of Rights. Some of these provisions, among them the guaranties of freedom of speech and press and political assembly, have the purpose of ensuring that the citizen as voter will be in position to exercise aright the sovereignty that is vested in him. These provisions and the guaranties of due process, trial by jury, single jeopardy, and the like have the further purpose of protecting every person against actions by government which are held to be intolerable.

The Constitution itself provides that at least one of these guaranties—that concerning writs of habeas corpus—can be set aside in time of war. The courts have authorized further waiving of civil liberties in time of crisis, and something of a precedent thus exists for emergency inroads on the freedoms.

In briefest résumé that is the background for the current civil liberties issue. In the post-war competition with Communist Russia and her satellites we see ourselves as in an emergency, a permanent emergency. It impels heavy military expenditures; it colors our educational policy; it adds an imperative for improvement in race relations within the United States; it amends our attitude toward the Constitution. How else would we have been persuaded to go as far as we have in permitting curbs on freedom of speech and press, on freedom of travel, on freedom of assembly, on freedom of belief, and in permitting breaches of the constitutional guaranties of due process?

The root of the problem is that the highest of our national goals has come to be security. We would rather be secure than anything else, and we are inclined to accept any policy or action if it is put forth as a contribution toward security. Thus we have set up an elaborate scrutiny of public employees, national, state, and local, in which the announced purpose is to measure the loyalty, past and prospective, of each such public

(Continued on page 262)

Major Issues in Our Foreign Policy

Alexander DeConde

SINCE the days of the founding fathers American foreign policy, whatever its virtues or shortcomings, has sought to serve the national self-interest, to preserve what our statesmen now call "national security." Despite vast changes in American society and in the world of international politics, that objective has remained constant. It is still the central issue in foreign policy for all Americans.

Today, in what we are told is the "atomic age," that concept of national self-interest, however, is much broader than it has ever been. Whether or not Americans like it, other peoples' problems, such as the future of Formosa, the fate of Berlin, the struggles for national independence in Asia and Africa, the quests for economic betterment and social justice in the Middle East and Latin America, have in many ways become their problems. So great has American influence become that the foreign policy of the United States can affect the destiny of mankind.

One of the basic assumptions in past foreign policy, at least since 1898 when we took on the responsibilities of a great power in world affairs, has been that the United States had an immense potential for war, a potential it could mobilize after diplomacy had failed. That assumption, careful scholars have pointed out, is now obsolete. A scientific and technological revolution has changed the whole concept of war and consequently the context of American foreign policy. Within the space of a few hours, military strategists and scientists tell us, new weapons can now produce greater death and destruction than have all the wars of the past. Since the theory of war is now predicated on new dimensions of force, on

quick, decisive results, our foreign policy has lost its former margin of safety.

Furthermore, Americans can no longer experience, as they did in World War I and World War II, the luxury of fighting great wars thousands of miles from their shores. If another world war were to come, new weapons appear certain to bring it instantly to the doorstep of virtually every American. Thus, the old comfort, the old security of geographical isolation has disappeared, being replaced by a frightful insecurity. For Americans, therefore, one of the paradoxes of the present is that at a time of their greatest and almost unmatched power they are faced with perhaps the deepest insecurity in their history.

The main source of American insecurity is the Soviet Union, its military and technological power, its support of a spreading international communism that seeks power wherever there is weakness. Since 1947, when President Harry S. Truman announced his "Truman Doctrine" to keep Communists from taking over Greece and Turkey, the United States has followed a policy of containment, meaning it has tried to stop the spread of communism into new areas. In an effort to confront the Communists with an alignment of power that would dissuade them from "aggression," it has since created a complicated worldwide network of alliances embracing almost 50 nations. We are tied to multilateral pacts in the Western Hemisphere through the Treaty of Rio de Janeiro of 1947. We launched the North Atlantic Treaty of 1949 for the defense of Western Europe. In 1951 we signed the ANZUS Pact with New Zealand and Australia, and in 1954 we committed ourselves to the Southeast Asia Collective Defense Treaty, or SEATO, with Australia, France, New Zealand, Pakistan, the Philippines, Thailand, and Great Britain. We have also made bilateral treaties with Japan, South Korea, the Philippines and Nationalist China. Indirectly, we are also linked to the Baghdad Pact of 1954 that originally united Iraq with Great Britain, Turkey and Pakistan.

In Europe, through the Marshall Plan—a program of American economic aid—and the North

Alexander DeConde is an associate professor of history at the University of Michigan where he teaches American diplomatic history. He has written a number of articles and books. Among his recent contributions is *Entangling Alliance: Politics and Diplomacy Under George Washington* (Duke University Press, 1958) and the editorship of *Isolation and Security: Ideas and Interests in Twentieth Century American Foreign Policy* (Duke University Press, 1957).

Atlantic Treaty, containment has been successful. But in Asia, communism has scored its greatest triumph since the Russian revolution. In 1949, at the end of one of the great civil wars of modern times, China became a Communist state and the enemy of the United States. Then, in February, 1950, the Chinese, the most populous people on earth, about 500 million of them, became the allies of Russia, creating a new balance of power in the world. The Soviet Union, with its cluster of satellites in Eastern Europe, was no longer a Communist oasis in a hostile world.

Later, in the Korean War, the United States checked a brutal effort by the Communists to expand by force. But in 1954 communism scored another victory, this time in Southeast Asia. It gained control of northern Vietnam, formerly a part of Indochina.

We have never recognized Red China, insisting that Chiang Kai-shek's Nationalist regime on Formosa is the only legal Chinese government. Through our alliance of 1954 with Chiang we are pledged to defend Formosa. But the Chinese Communists have vowed that they will take Formosa and a number of small islands off the China coast that Chiang still controls. Several times the Communists have threatened to invade Chiang's islands, the latest effort being in late 1958. In the Far East, therefore, the big question in American foreign policy is what will the United States do when and if the Chinese Communists try to make good their threats? Will we meet force with force? Since Russia is Red China's ally, some fear that any large scale fighting over far off Formosa Strait might touch off the nuclear war we all dread.

Another area dangerously exposed to Communist pressure and the spot of most acute tension at the moment in the cold war is Berlin, deep inside Eastern Germany. Since the end of World War II, Berlin has been divided into four sectors held by American, British, French, and Russian troops on the basis of wartime agreements. The United States and its allies maintain some 10,000 troops in West Berlin and are responsible for the welfare of about 2,500,000 Berliners. The Western powers have insisted that the Russians live up to the wartime agreements guaranteeing allied access to the city, though in 1948-1949 the United States had to fight a Communist land blockade of West Berlin with a massive airlift called "Operation Vittles."

In November 1958 Russia's premier, Nikita S. Khrushchev, suddenly announced that the oc-

cupation regime in Berlin must end in six months or Russian would sign a separate peace treaty with East Germany, controlled by a Communist regime the United States does not recognize, and would turn over control of the allied access routes to West Berlin to the East Germans. This plan threatened to destroy the wartime agreements on Berlin, to prevent the unification of Germany that American policy had committed itself to support, and to create another Berlin blockade. The United States and its allies refused to accept Khrushchev's terms or to get out of Berlin. In an effort to ease the crisis, the foreign ministers of the Big Four met in Geneva in May 1959 but in July their negotiations over Berlin deadlocked and settled nothing.

For the United States and its allies the critical issue is what will they do if Khrushchev goes through with his threats and the East German Communists attempt to seal off West Berlin from the allied powers? The Russians have made it clear that if the United States attempts to force its way to Berlin they will meet force with force. Unless diplomacy finds a solution to the Berlin crisis, it could be the trigger for another world war.

Tensions of a less specific nature confront American foreign policy in other areas of the world. One of the unique features of our time, perhaps in the long run the most important, is the nationalist awakening of the colored peoples of the world. Although not a new phenomenon, colored nationalism has never before been so intense and vigorous. The nationalist movements—embracing essentially the desire for self-government and equality with other peoples—of Asia, Africa, and the Middle East seek to destroy every form of what remains of white or European control.

Unlike their European allies, mainly France and Great Britain, Americans have basically sympathized with the nationalist yearnings of the colonial peoples and wished to see them free. Many of those peoples, in fact, have looked to the United States, itself a former colonial area, for encouragement in their struggles. They have also gained support from the Soviet Union and Red China, who wished to eliminate Western influence from Asia, Africa, and the Middle East. With considerable success the Soviets, with their bold support and promises of assistance in political and economic development, have cultivated the good will of the newly independent countries.

The revolt of the colored peoples is one of the most frustrating dilemmas of American foreign

policy. If the United States, as has Russia, openly sides with the colonial peoples in their struggle for national independence, it runs the risk of splitting the North Atlantic alliance. For France and Great Britain are apparently determined to hold on to the last scraps of their colonial empires. The United States, therefore, since 1953, has followed a neutral middle-of-the-road policy toward colonialism, saying it would determine its position on specific colonial issues as they arose.

Even though the United States does not openly support French and British colonial policies, Arab nationalists, for instance, believe that without American diplomatic, military, and financial aid, French and British colonialism would collapse. To many Arabs, Asians, and Africans, therefore, the United States is an imperialist power who makes possible the survival of Western colonialism. They cannot forget that America's main allies are the very powers from whom they have sought or are seeking independence. Arab nationalists, for example, resent the fact that in the civil war in Algeria the French have used American weapons to kill Arabs. American neutrality on the issue of colonialism puzzles and disappoints the colored world.

Fundamentally, American commitments to Europe and support of colored nationalism are virtually irreconcilable. Our main foreign policy, the containment of Communist Russia, is centered in Europe. Our oldest and most loyal allies, Britain and France, are essential to that policy. We cannot logically preserve their interests in Europe and at the same time destroy them elsewhere.

Another significant feature of colored nationalism is that it has made race a more vital issue in American foreign policy than ever before. One American in every ten claims descent from Africa. The treatment American Negroes receive at home has considerable effect on the attitude of Africans and Asians toward the United States. "It should be understood," Tom Mboya, chairman of the All-African Peoples Conference, said in June 1959, "that we feel a special kinship with American Negroes and that we see our struggle as closely related." Racial discrimination alienates both Africans and Asians. "We cannot talk equality to the peoples of Africa and Asia," Vice President Richard M. Nixon reported to President Dwight D. Eisenhower in 1957 after a tour of Africa, "and practice inequality in the United States." Africans and Asians, many of whom have looked to the United States as a beacon of freedom, are yet to be convinced that the American

concern for freedom embraces the colored man as well as the white.

Latin America, too, is gripped by a burning nationalism and a yearning for social justice, meaning equality and political rights for the downtrodden. Ironically, as the riots against Vice President Nixon in Venezuela and elsewhere in Latin America in April and May 1958 showed, this nationalism has anti-Yankee overtones. The Latin American grievances against the United States are varied. Many Latins acknowledge that we have given them extensive economic aid, but they say it is not enough and that we have not shown a comprehension of their true desires and needs. Instead of encouraging the growth of democracy, they insist, our government has often supported or been friendly with dictators, as with the deposed Fulgencio Batista of Cuba and Rafael Trujillo of the Dominican Republic. Yet, when we have taken a strong stand against tyrants we have been accused of imperialist intervention.

At present our policymakers are acutely aware of Latin America's quest for social justice and economic betterment. Our foreign policy has tried to accommodate itself to those desires. But the wealth, the size, the power and incalculable influence of the United States arouses Latin American envy and suspicion almost regardless of its foreign policy.

This essay has attempted to point out a few of the major problems confronting us in foreign policy, not to offer solutions. Nonetheless, some concluding general comments seem in order. Some of you might ask, how can American foreign policy provide some assurance of survival in this world of untamed nuclear forces, a world of incredibly swift scientific achievement, a world where old ideas and methods are outmoded so fast that ordinary men are bewildered? "Man can survive in this world of incredible violence," an editor of the *Bulletin of Atomic Scientists* has written, "only by similarly spectacular progress in social and political wisdom." Our policymakers need to seek that progress in wisdom. We need to adjust ourselves to a world of alien ideas and hurtling weapons. We need to learn to live side by side with peoples of different cultures, of different values, of different skins, and of different ideologies. If we do not, the alternative is misunderstanding, tension, explosive hate, and then disaster.

Social progress at home aids progress in foreign policy. But in the long run America's foreign re-

(Continued on page 265)

A Case for the Classroom Periodical

William J. Shorrock

IN OUR generation people do not have to be taught to be concerned about current history. From teen-agers on up, men and women do live in the present and do spend a good part of their time trying to predict the future. Like it or not, we are part of the larger world. The home, the neighborhood, the village and town are still important to us, but our future is irrevocably tied in with the future of peoples whose existence we were not even aware of a generation or more ago. The obligation which American citizenship imposes today requires that youth, and their elders as well, "gain an understanding of the moving forces of our time and of the workings of our political, economic, and social institutions, and that they gain such an understanding of the world that they will not be lost in it, or be so baffled that they seek to escape from it. Herein lies today's imperative."¹

For this reason the systematic study of current affairs has become an essential part of the school curriculum, and it is safe to predict that it will continue to play an ever-growing role in the total school program. The prevailing national pattern of approximately one class period per week devoted to the study of current history could profitably be expanded to two, three, or more periods per week if we gave due consideration to the enormity of the problems confronting our own and all other peoples of the world today. Nevertheless, the fact remains that the typical history or social studies course in junior and senior high schools allots but one period per week to current history.

BASIC TEXT MOST IMPORTANT

Let's accept that fact for the time being and move on to consider an implication of it: *The crucial importance of the study of current history and the limited amount of attention given it in the schools today requires that teachers use the utmost care in the selection of text materials.* The

best possible use must be made of the limited time available in the classroom; the most effective, most efficient text materials available must be employed.

Webster defines the word "textbook" as "a book containing a presentation of the principles of a subject, intended to be studied by the pupil and used as a basis of instruction by the teacher." Relating this definition specifically to the current history course, we may list the minimum requirements of an appropriate "text." The basic text for the current history course should (a) focus on what is pertinent to an understanding of the contemporary scene; (b) present in understandable terms the current problems on which the citizens of a democracy must make decisions and form policies; (c) define and present problem areas objectively; (d) provide the factual historical background of all problems considered; (e) summarize proposed solutions to problems; (f) present leading viewpoints on proposed alternatives—both majority and minority opinions; (g) encourage students to reach *their own* conclusions on problems in the light of available evidence; and (h) show how young people may bring their influence to bear in the formulation of public policy.

The teacher of current history has a wealth of information sources available, among which are daily newspapers, weekly or monthly periodicals of fact and opinion, the public affairs programs of radio and TV, motion pictures and filmstrips, leaflets and pamphlets from a wide range of sources, both governmental and nongovernmental. He will want to make use of some of these resources from time to time, and it should be his obligation to acquaint students with *all* of them. An important goal of current history study is attaining an understanding use of a wide variety of information sources.

However, such materials, while extremely useful for supplementary reading and extended reference, are less than adequate as *basic texts* for the current history course. Why? For the same

William J. Shorrock is editor of the *Civic Leader*, a publication of the Civic Education Service, Inc., at Washington, D.C.

¹ American Association of School Administrators. *Education for American Citizenship*. Washington: The Association, 1954. p. 25-26.

reasons that primary and contemporary sources are inadequate as basic texts for the junior and senior high school courses in United States History, Modern European History, World History, Citizenship, Civics, or Modern Problems. Such sources are, for the most part, too fragmentary or too inclusive or too unorganized or too diffuse or too unobjective or too bulky for practical classroom use. They lack organization, synthesis, focus, and interpretation.

QUALITIES OF THE BASIC TEXT

For these reasons, the vast majority of teachers rely on specially-prepared classroom periodicals² as the *pièce de résistance* of their current history study. The specially-prepared current history periodical (which we shall label "the current history text" from this point onward), like any other good textbook, is specifically adapted to meet the particular needs of classroom instruction. All such texts are written and edited by highly skilled staffs of teachers and journalists who know how to present vital and timely information in a form that meets today's classroom needs. All of them are continuously scrutinized by editorial advisory boards consisting of classroom teachers, curriculum specialists, school administrators, and well-known historians. The publishers of these periodicals expect their products to be subjected to the same rigorous examination applied to any other texts used as basic teaching tools.

We should like to direct attention to several unique characteristics of these current history texts—characteristics which, over the years, have qualified them eminently as *basic texts* for current history classes:

They are compact. They offer a condensed view of current events and problems. Through close to a half century of school experience, these publications have developed the art of dealing with a number of issues succinctly yet understandably. They are brief enough so that all the members of a class may read them in their entirety, thereby acquiring a common body of information so essential for carrying on intelligent discussion. Yet these publications are full enough in presentation so that each week all the members

of a class may gain an accurate picture of the more important events and problems of the week.

They are selective. Many publications dealing with the current scene are unspecialized, offer a great quantity of material of all kinds, much of which, at best, may be merely diverting or amusing, or, at worst, confusing or demoralizing to the immature reader. Frequently such publications make no clear distinction between what is truly important and what is merely sensational or shocking. It is one of the functions of a publication prepared especially for students to make this distinction and to present for study the more important and significant of current problems.

They are objective. The current history texts, when presenting controversial issues, maintain an approach which is entirely impartial. The first obligation of the teacher is to see to it that students have a completely objective explanation of the issue. The admitted facts must first be presented. Then there must follow an impartial examination of the different points of view. Students should not be influenced by teacher or text to follow one opinion or another.

The impartial approach *at the very outset* is especially important. If an issue is first examined through a publication offering a one-sided presentation, the opinions of students may unconsciously become permanently biased in the same direction. Even though they later read other publications with differing points of view, the arguments with which they became familiar at the outset, whether right or wrong, may carry greater weight. The *impartial* approach is followed scrupulously by the weekly current history texts prepared especially for school use.

They link the past to the present. A strong point of the current history texts is their emphasis upon cause and effect. They treat current history as a continuation of past history and provide bridges between the major course textbook and the contemporary scene. They carefully delineate the backgrounds to current problems, thereby providing the necessary base for an understanding analysis of today's issues.

They organize and grade content carefully. The current history text takes over the task of winnowing, analyzing, and interpreting the vast bulk of news, thereby saving the already overburdened classroom teacher an enormous amount of work each week. Teachers should not be expected to undertake an additional full-time job of collecting facts and opinions from the nation's best news services, newspapers and magazines, TV and radio programs, and other sources.

² Among the best known and most widely accepted of the classroom current history texts for junior and senior high schools are the offerings of (1) Civic Education Service, 1733 K Street, N.W., Washington 6, D.C.—*American Observer*, *Weekly News Review*, *Junior Review*; (2) Scholastic Magazines, 33 West 42nd Street, New York 36—*Senior Scholastic*, *World Week*, *Junior Scholastic*; (3) American Education Publications, 1250 Fairwood Avenue, Columbus 16, Ohio—*Our Times*, *Every Week*, *Current Events*.

Moreover, why should they, when the job has already been done for them by the weekly current history text? These publications present current news and issues in systematic form. Their organization, scope, vocabulary level, and manner of treatment are determined by classroom needs. For teachers, they offer suggestions on points of emphasis, historical parallels, developmental relationships, concepts, emerging trends, and teaching devices. For students, they provide a controlled vocabulary, study guides, activities suggestions, and lists of periodicals, books, and newspapers for extended reference work.

They incorporate selected visual aids. Major articles and news features appearing in the weekly current history texts are carefully illustrated with appropriate visual aids—charts, maps, cartoons, diagrams, and the best news pictures available from all parts of the world. Such aids are closely integrated with the textual content in order to provide an efficient and effective teaching tool. At the same time, such illustrations reinforce the development of essential study skills—map reading, graph interpretation, cartoon techniques, and critical thinking.

They offer supplementary services. The special needs of both teachers and students are taken into account in supplementary service programs provided by the publishers of weekly current history texts. Maps; charts; handbooks of information on geography, government, politics, and economics; study guides; weekly, monthly, and semester tests—all these are available either free or at a nominal cost.

All these publishers offer teachers' editions of

their various weekly texts containing suggestions on the teaching of current history—useful classroom projects and procedures; lesson plans; organized units of work; extensive reading bibliographies on specific topics; notes on worthwhile TV and radio programs, appropriate motion pictures, filmstrips, and recordings; announcements of useful publications issued by state, national, and international governmental agencies, private organizations, and foundations; and reviews of current books in the areas of education and public affairs.

A FINAL WORD

Nothing which we have said should be interpreted as a denial of the usefulness or importance of other information media. All current history classes should be called upon to expand their basic studies by reading newspapers, magazines, and books, and by following the public affairs programs of radio and TV. As students proceed with their work, they will encounter problems requiring more extended study. With their interest aroused, they may easily be induced to turn to the vast array of supplementary materials.

The study of current affairs is in the curriculum to stay. There will probably be more of it, not less, in the future. Carried on half-heartedly or inexpertly, with little or no attempt to make it part of the larger whole, it can leave the student confused and discouraged. Organized, correlated, and integrated with history and the other social studies, it can be an enlightening and liberating activity. It is the task of the specialized current history text to help make it so.

THE HOME FRONT

(Continued from page 256)

servant. Often this has carried over into private industry. We have required more swearing of test oaths than occurred in the whole of the Dark Ages. We have encouraged legislative investigating committees to invade the jurisdiction of the courts and to inflict exposure and punishment. Passports are denied on political grounds. Blacklists exist. In many respects the Constitution has come to have a much less effective meaning than it did during World War II when our security certainly hung in the balance.

These six broad issues relating to atomic control, militarism, the economy, education, minority rights, and civil liberties are not necessarily

equal in magnitude. They are interrelated, and decision on one may very well ease or complicate another. They all exist under the shadow of our awkward and deteriorated position in foreign relations and without exception they are more difficult of solution because of the peril implicit in our relations with Russia. Brighter skies internationally would be the biggest boon toward domestic problem solving.

Nevertheless, in the tilling of our own garden, the keeping of our house, the tending of our store, we are challenged to face up to vital issues that are susceptible of at least part solution within our 175,000,000-member family.

Using Daily Newspapers More Effectively

Jonathon C. McLendon

NEWSPAPERS are often employed effectively, sometimes misused, and most frequently ignored as instructional material in social studies. While the newspaper is utilized in classroom work more often in social studies than any other field, it is used by classes in fewer than half of the junior and senior high schools of the nation. This startling fact was revealed in 1957 by *Classroom Use of the Daily Newspaper in Junior and Senior High Schools*, prepared by Dorothy Moeller for the Youth Reading Study Committee, formed during 1955 of representatives from professional organizations in education and the newspaper industry.

Growing concern over the situation provided the impetus for regional two-week workshops held during the summers of 1958 and 1959. The State University of Iowa, Syracuse University, and the University of California at Los Angeles served both years as host institutions for the workshops. Duke University participated in 1959. The workshops were under the auspices of the National Council for the Social Studies and the International Circulation Managers Association of the newspaper industry, joined in 1959 by the American Newspaper Publishers Association. ICMA provided the main financial aid in 1958. The 1959 workshops were financed chiefly by daily newspapers, each of which sponsored one or more participants from its circulation area.

Ninety teachers, mostly of social studies, and other school personnel came from half the states of the nation to participate in the 1958 workshops. Attendance in 1959 exceeded 100. The workshops provided the participants with background from the social sciences to aid in interpreting the news, information about the Ameri-

can daily newspaper and the industry that produces it, understanding of the social role of the newspaper as a medium of mass communication, and stimulation and guidance in planning for more and better use of newspapers as instructional material. Scheduled sessions included talks and panel presentations by social scientists, educators, and academic and practicing journalists. Workshop participants took field trips to one or more newspaper plants nearby. Sessions involved full, frank, and frequently penetrating discussions of ideas on newspapers and their educational use. Individually or in committees, participants also devised plans for more effective use of the newspaper in the classroom. Copies of newspapers appeared in superabundance at the workshops. Selected professional materials also aided the participants in formulating their ideas.

The contents of discussions and of the procedures followed at the three workshops can scarcely be capsuled into this brief article. Four of the major concerns of the workshops have particular pertinence for the social studies and receive specific attention here. They involve the newspaper as unique material for (1) teaching of current events, (2) bringing subject-matter in the social studies literally up to date, (3) teaching about the newspaper as a medium of mass communication, and (4) utilizing the newspaper as a reflector of life in the local community.

TEACHING OF CURRENT EVENTS

The newspaper serves as an essential source of information for the teaching of lessons, or parts of lessons, on current events or affairs. The newspaper reports much more recent news than do books and magazines. The newspaper's reasonably full and re-examinable accounts of significant events are superior for school use to one's undependable recall of the incomplete reports heard in radio and television news flashes.

Perhaps the chief justification for current events lessons lies in their help in teaching students how to keep up with the news. For this purpose, current events lessons may properly em-

Jonathon C. McLendon, an associate professor in the Department of Education at Duke University, served as consultant for evaluation at the three NCSS-ICMA Workshops on Schools and Newspapers in 1958, and as Director of the Institute at Duke during 1959.

phasize how to read or interpret what is reported in the newspaper. Doubtless, there is merit in training students to make effective use of other mass media of communication. But it is the newspaper that constitutes the typical adult American's daily and staple, if not always fully digested or digestible diet of news beyond the headlines.

Many teachers have their classes utilize the weekly current events papers written specifically for students. These papers aid in developing desired habits, attitudes and skills, and help to prepare the student for reading the daily newspaper with its greater coverage, recency and fullness of news reports. Training in, as well as preparation for, reading daily newspapers appears essential to a well rounded education today.

The traditional procedures in teaching current events lessons probably contribute little to learning after the first few times a student participates in them. Individual oral reports on current events, formally as students take turns, or informally as the teacher leads an open discussion, may well give way to a greater variety of techniques. Among many procedures suggested at the workshops were: (1) written or oral analyses of reports on an event by two newspapers, or by a newspaper and another source of information; (2) selection and posting, filing, or arranging in booklets of newspaper articles on designated topics; (3) mock newscasts, panel discussions, quizzes, or interviews based on study of newspapers; (4) a class calendar of expected events in the news based on the comparable period of a year ago and on a newspaper editor's "futures book."

BRINGING SUBJECTS UP TO DATE

Perhaps it is unfortunate that, almost universally, current events have come to be taught separately in most social studies courses. Probably fuller understanding of both current events and established subjects derives from study of particular events in relation to their background in the social sciences. Newspapers not only furnish reports on current happenings; they often provide background articles also to aid readers in interpreting the reports on events. Students may secure background in fuller detail by consulting standard and specialized references, including their textbooks in social studies. Learning of this type should enable the student to grasp more fully relationships between the past and the present, between social principles and human practices.

The textbook used in the typical social studies classroom is incomplete for the two to ten years

since it was written. During that period some current events have achieved historical significance, some new facts and ideas in the social sciences have appeared, and some older ones have been revised. Attention to these recent events is desirable in almost every social studies course. Here again, the newspaper can furnish valuable contemporary accounts of events, including new data and interpretations as they are reported. Files of newspapers for the past few years can thus serve as a valuable source to complement the textbook and the course in social studies by bringing them up to date. As one newspaper representative put it in addressing one of the 1958 workshops, "Newspapers are living textbooks that will help the readers of today prepare better for tomorrow."

Various techniques for aiding pupils in learning relationships between current events and their background in the social sciences were formulated at the workshops. A few of those suggested were: (1) explain a newspaper's cartoon related to a topic that the class is studying; (2) report orally or in writing (or write a mock feature article or news analyst's column) on the background of a selected item in the news; (3) compose the front page of an imaginary newspaper in a place, period, or culture the class is studying; (4) keep a file of carefully selected newspaper clippings on the major topics of study in a course for a semester or year.

THE SOCIAL ROLE OF THE NEWSPAPER

The newspaper as an agency of mass communication long since has become a traditional part of the American way of life. Truly, the public criticizes the press about as freely as it criticizes the schools. But the fact that 85 percent of American homes receive daily newspapers attests to the favorable regard of the American people for the press.

Teachers, like other readers, generally appear suspicious of the space in daily newspapers devoted to advertising, of the business-orientation of the newspaper business, of the prominent display of news related to sex and crime in newspapers that must satisfy the interests of a variety of readers in order to stay in business; and of the monopolistic situation in which many newspapers operating as competing dailies have succumbed; and of the widespread conservatism of the press, potentially a semi-public utility that might serve as chief exponent of the social conscience of a community. Certainly more favorable to the press is recognition of its serious and ex-

tensive attempts to remain objective despite contrary pressures; its continuing fight to overcome governmental barriers to the free flow of information; its unselfish support of many projects for civic betterment; and its diligent efforts to alert citizens to future events, as well as to report and interpret the present.

By both journalistic and historical analysis, the contemporary American press stands up well. Certainly, in comparison with the political propaganda sheets typical of most foreign nations and with the "personal reporting" of generations past in our own country, today's American daily newspaper ranks high.

Growing citizens should learn not only through the newspaper; they should learn about it as well. Among the procedures suggested at the workshops for better acquainting students in social studies with newspapers were: (1) attend an adult public meeting, take notes, and compare them with the account in the next day's newspaper article about the meeting; (2) debate or hold panel discussions on such questions as: "Should newspapers omit names of first offenders in juvenile crime?" "Should government agencies be permitted to withhold nonsecurity information?" "Should public figures have 'rights of privacy' from newspaper publicity?"; (3) invite an appropriate newspaperman to discuss with the class some phase of newspaper work or a topic that the class is studying on which he has special information; (4) write an editorial favorable to a point of view to which you are opposed.

Much could be said in favor of greater utilization in social studies of the newspaper as a reflector of life in the local community. In most communities the newspaper is the nearest thing to a textbook about local life and events. Every course in social studies can profitably use the reports of public affairs in the student's community, at least

for comparison and contrast with those of distant times or places that the student is studying.

SUMMARY

A brief article can barely open up the matter of more effective utilization of newspapers in social studies. Indeed, participants in the workshops concluded, at the end of two full weeks of study, discussion, and planning, that they had merely scratched the surface of a significant and valuable resource. Much remains to be done.

It may be true, as one newspaperman said, that such workshops "should be necessary is an indictment of both the newspapers and the schools." Logically, it would seem that schools and newspapers would have joined forces long ago in their fight against a common enemy—ignorance. The 1958 workshops have opened the way for further co-operation between these two potential partners. "Channels of communication have been opened, understanding has been deepened, and some prejudices on both sides have been reduced," concluded one workshop's director. The ultimate value of the workshops will appear necessarily in the schools and communities served by workshop participants and other teachers.

Among the many references on the topics treated in this article, four recent ones are particularly pertinent. The NCSS has two especially valuable publications: *How to Use Daily Newspapers* by Howard Cummings and Harry Bard; and the recent *Yearbook* edited by Roy A. Price, *New Viewpoints in the Social Sciences*. A Milwaukee Journal publication, *The Newspaper in the Classroom*, is the fullest compilation of specific techniques for teachers of various subjects. The Educational Policies Commission's *Mass Media and Education*, contains a thought-provoking analysis of trends among the mass media, including newspapers.

MAJOR ISSUES IN OUR FOREIGN POLICY

(Continued from page 259)

lations rather than achievements in domestic technology appear the determinants of survival. Americans, Britain's prime minister, Harold Macmillan said in 1957 after the Russians had pierced outer space, "are no longer confident that even their great country can do everything itself without allies to secure its own survival and still less the survival of the ideals for which they stand." There is wisdom in those words.

Americans, more than at any time in their his-

tory, need to realize that foreign policy is their concern, perhaps their central concern. It can, moreover, be the means to survival. But basically the problems of survival can only be solved in the minds of men. Real peace, not a peace secured at the price of enslavement, can be gained only gradually, through a foreign policy of tears, frustration, and patience. A long peace is worth the sacrifice of patience. Perhaps there is no alternative.

Essential Understandings for the World Citizen

Peter F. Oliva

IN THE spring of 1952 Dr. Goodwin Watson observed in a lecture to his social psychology class at Teachers College, Columbia University, that the median house of this world is a one-room mud hut. Dr. Harold Clark, in an economics class at the same college, cautioned his students that it is not the mission of America to impose on foreign cultures our standards of a car in every garage, a refrigerator in every kitchen, and a television set in every living room. Three short years later I had the opportunity to reconsider these observations in joining for a time the large army of American civilians now working overseas.

In April, 1955, I found myself catapulted with my family into ancient Persia on a U. S. government assignment as an administrator of a binational center, an organization whose purpose is the promotion of good relationships between Iran and the United States. In less than two days air time we were transported from the year 1955 to the year 1334; from a civilization which reckons its time from the birth of Jesus to a culture which calculates its years from the flight of Mohammed from Mecca. In this historic land the mighty empire of Darius the Great once flourished, Alexander the Great and Genghis Khan once marched, and Omar Khayyám once sang his famous *Rubáiyát*.

Knowledge of the dynamic, restless world around us comes to the American high school student largely through a sketchy study of history in the elementary school, through an eclectic course in world history, a course whose one-year scope is so broad that it can treat in depth none of the problems studied, and, to a limited extent,

through courses in American history and problems of democracy.

The American high school youngster more frequently than not graduates into a world he views through the rose-colored glasses of American technology. He assumes that people of other lands think as he does and hold—or should hold—the same values he holds. He often believes that the lowliest peasant could pull himself up by his bootstraps if he would just roll up his sleeves and go to work. He may have some difficulty locating on a map Burma, Korea, Indonesia, Iran, and Syria. He often believes that matters of international understanding would be simplified if we all spoke the same language, preferably English.

After spending a tour of two years in the volatile Middle East on the problem-packed Asian continent and after talking with people from many lands who have traveled from continent to continent, I would venture to suggest a number of concepts which might be called essential understandings in international living. These concepts should be a part of the common learnings of all our high school and college boys and girls if our country is to assume fully the position of international leadership thrust upon it. The fact that the United States must assume leadership of the free world or perish along with the rest of the world in the face of Communist onslaught might be the most important understanding of all.

All American youth need to understand:

1. *That the world's population is rapidly outstripping its resources.* The world's population numbers about two and one-half billion people. Two-thirds of these human beings live or starve on substandard diets. It may be true that in future centuries the sea and the atomic age may produce natural and synthetic foods in quantity for all. This promise does not satisfy the hungry stomachs of the people of Asia and Africa.

Implication: Study of the problems of overpopulation and diminishing natural resources is in order. This study should consider constructive

Dr. Oliva is an associate professor of education in the University of Florida. A slightly different version of his article originally appeared in the March, 1958 issue of the *Florida Education Association Journal*. We are indebted to the editors of the *Journal* for permission to use the article in its present form.

proposals for helping to solve these problems.

2. *That there is more poverty in the world than riches.* In spite of the high standards of living in the Western World, many of the so-called "underdeveloped" countries exist on an agrarian economy in some respects older than the time of Christ. The wooden plow, manual labor, crude methods of farming, lack of resources, and lack of education combine to retard progress toward a higher standard of living. Feudalism is far from dead in some of the backward areas of the earth, and child labor is common. The median home is, in reality, a one-room hut, which admits heat, cold, animals, flies, and pestilence. It should further be remembered that the germ theory of disease has not permeated the world even in this "enlightened" twentieth century. Typhoid, dysentery, cholera, jaundice, and a host of other ills are believed by millions of people to be caused by the "evil eye."

Implication: Current factual material in the form of newspapers, magazines, and reference books must be used for intelligent understanding of the problems of the world today. These printed materials may be supplemented by judicious use of films, film strips, slides, television, and resource persons. Health education should continue to be stressed.

3. *That more than one-third of the world's population is illiterate.* The rate of adult illiteracy in half of the nations of the world is 50 percent or above. In some of the underdeveloped areas close to 90 percent of the population cannot read or write any language; e.g., Indonesia, Haiti, Egypt, and India. Few countries in the world believe in universal public education as we do. Education in many countries is the prerogative of the rich, the favored, or the exceptional student.

Implication: The school must demonstrate to the young that the cornerstone of democracy rests on a literate people. The school needs to continue its fight in the United States against "functional" illiteracy—a barely passable level of reading and writing. Efforts to raise literacy levels throughout the world (such as the work of UNESCO) should be studied and supported. Illustrations may be taken from the international scene to show the direct relationship between a high level of education in a country and a high standard of living. For example, Brazil with its great natural resources but low level of education has a low standard of living. Switzerland

with few natural resources but a high level of education has a high standard of living. Our high school students should study in detail our educational system as one of our basic American institutions. They should explore its history, structure, objectives, problems of adequate financing, problems of recruiting good teachers, and problems of preserving it from pressure groups which would destroy it. Comparisons between our educational system and those of European countries and of the Soviet Union should be drawn.

4. *That there are more "colored" people in the world than white.* Two-thirds of humanity are "colored." The races of Man may be roughly divided into 33 percent Caucasian, 24 percent Negroid, and 43 percent Mongoloid.

Implication: Studies in anthropology and human geography should be incorporated in the curriculum. The characteristics and contributions of the various races should be considered.

5. *That there are more non-Christians in the world than Christians.* Of today's two and one-half billion persons some 800 million are Christian, 400 million Moslem, 300 million Hindu, 300 million Confucian, 150 million Buddhist, and 10 million Jewish. The large Communist block is militantly atheistic.

Because of the wide differences in the experiences and training of the inhabitants of the various countries, standards of "right" and "wrong" vary throughout the world. In the United States it is wrong—and may be punished by law—to have more than one wife at a time. A Moslem man may legally have four wives. Sharp business practices are indulged in in the U. S. but never conceded to be just. The Oriental bazaar merchant regularly indulges in shrewd practices and his customers expect this. In his culture these practices are "right." Divorce in the U. S. involves many sanctions. A moslem man may divorce his wife simply by saying to her three times, "I divorce you." Misunderstandings arise between nations because of these varying moral standards.

Implication: Study of comparative religions would show the Christian position in relation to the rest of the world. This study would bring out the values common to all religions as well as divergent views. It must be realized that the Yankee-Protestant ethic is little understood by many nations. We need to proceed tactfully, exercising restraint in our missionary zeal to remake the world into our moral and material structure.

6. *That our actions at home are sources of propaganda abroad.* The Communist world uses every means at its disposal to exaggerate our every domestic crisis. Radio Moscow reaches millions of people in many languages. Russia prints and circulates by the millions cheap editions of Russian literature.

Implication: In our high school program problems of American democracy should encompass objective study of both non-controversial and controversial issues with a view toward possible solutions. Emphasis must be given to the fact that in an age of cold war it makes a great deal of difference what the nations of the world think of us. Some attention should be directed to efforts the U. S. is making to combat Russian propaganda.

7. *That nationalism is on the march as never before.* Acute nationalistic growing pains are felt all over Asia and Africa. Some of the countries of the world have been dominated for centuries by one aggressor or another. One of the great problems in international relations today is the channeling of this burning nationalism into constructive paths.

Implication: Study of the United Nations and its problems should be included in our curriculum. To this should be added the study of other co-operative international efforts such as NATO, SEATO, the World Bank, and so forth. The reasons for U. S. support for these organizations should be stressed.

8. *That most of the nations of the world are struggling for technical advances.* Many nations are receiving financial and technical assistance from the U. S. on the sound premise that economically solvent nations are a bulwark against Russian advances.

Implication: Consideration of the scope, reasons for, and problems of U. S. aid to foreign countries should be a part of our high school study.

9. *That you can reach by air any point on the globe within 36 hours.* You can be on the doorstep of the Taj Mahal, at the foot of Fujiyama, in Timbuktu, on the shores of Tripoli, or in the jungles of the Congo in record time. Jet airliners cut the travel time even further. However appealing may be the idea of an isolated Fortress Americana, it is a physical impossibility on today's planet.

Implication: Study of modern history and geography encompassing locations, peoples, products, customs, institutions, and so forth should be emphasized throughout our school program. Foreign language instruction should be encouraged. Some pilot communities should experiment with the teaching of some of the languages little known by Americans, such as Russian, Chinese, Arabic, Hindi, and Japanese. Students with great linguistic ability might conceivably begin two foreign languages during their high school careers—one of the Occidental and one of the Oriental tongues. Classes in foreign languages, English, and social studies can write to pen pals around the world. Personal correspondence makes the peoples of the world real to each other. In many cases this correspondence can be carried on in English. Teachers and university students should be encouraged to participate in some of the overseas programs in operation. Communities should be encouraged to accept exchange teachers from abroad to teach a year in their public schools. Finally, emphasis should be placed on good manners while traveling in foreign countries. As more Americans travel abroad each year, they must be made to realize that they are unofficial ambassadors of our country.

10. *That in spite of our problems at home, thousands of foreigners abroad want to migrate to the land of the free and the home of the brave.* Only a few countries of the world enjoy a truly democratic form of government. Government in many nations consists of the rule of men, rather than the rule of law. Justice, trial by jury, and individual liberty are concepts which are poorly practiced or unknown in some lands. Thousands of souls would like to share our blessings of freedom, wealth, and unity.

Implication: Our blessings of liberty need constantly to be re-emphasized in school. A recent survey of the American teenager revealed a widespread lack of commitment to many of our cherished political and human rights. The meanings behind our precious documents of the Declaration of Independence and the Constitution with its Bill of Rights must be learned. The elements of respect for law and self-discipline on the part of the American citizen must be taught as essential to our way of life.

A grasp of these ten essentials of international living will give us a better understanding of other peoples and, in turn, help them to know us better.

The Specialized Agencies: A Note on Comparative Features

Stephen S. Goodspeed

THE CHARTER of the United Nations, in Article 47, establishes the principle that functional organizations or specialized agencies "having wide international responsibilities, as defined in their basic instruments, in economic, social, cultural, educational, health, and related fields" should operate outside the framework of the United Nations itself. Close contact is maintained, however, between the individual agency and the United Nations through the conclusion of an agreement negotiated by the Economic Social Council. A decentralized system was thereby set in motion by the Charter, in which the United Nations performs certain functions and the specialized agencies conduct others in the economic and social field. Over-all coordination of this system is given to the United Nations and is carried out by the Economic and Social Council.

All specialized agencies have certain definite characteristics in common. They owe their legal existence to treaties or agreements between the states which comprise their membership. All states are eligible for membership provided they agree to abide by the specified requirements of the constituent charters. Since membership is not confined to any geographical region, nor function and responsibility too narrowly limited, the specialized agencies can usually be clearly distinguished from international public unions, such as the International Hydrographic Bureau and the Bureau of Weights and Measures. All must enter into special agreements, freely negotiated with the United Nations. Each has its own constitution or charter which defines the duties and responsibilities of the agency, creates a structure of organization, and provides the officials necessary for the supervision and administration of the

agency. All have their own budgets, independently arrived at, and based primarily upon contributions from their own members.

More specifically, each agency has the same general organizational structure: an assembly or conference, composed of all members, as a policy-making organ; an executive council, board or committee which has certain executive and supervisory duties; a director or secretary-general with functions similar to those of the Secretary-General of the United Nations. Each has its own secretariat, independently recruited and its separate headquarters located in such cities as Paris, Berne, Geneva, Rome, Washington, London, and Montreal. Most of them have regional offices and branches in other important centers throughout the world. The executive organs of all agencies are, in varying degree, responsible for the supervision of the duties of their secretariats. Each secretariat plays a significant role in assisting the councils and conferences by performing a myriad of essential duties—publication, research, information, budget preparation, document drafting, and conference preparation and direction, to mention some of the more noteworthy ones. However, when compared to a national bureaucracy the functions of the secretariats are greatly limited, lacking essentially the power to direct, coerce or arrest. The primary function is that of providing technical assistance.

None of the specialized agencies can do more than propose legislation to their members. Draft treaties are prepared which can become a portion of the domestic law of member states only if the treaties are ratified. Limited sanctions are possessed by the International Monetary Fund and the International Labor Organization but have proved either to lack effectiveness or have not been employed. The Fund, for example, has the authority to fix the value of a member's currency. If the member, without the Fund's approval, changes this value, the violator can be prevented from borrowing from the Fund. When a member of ILO violates an international labor

Stephen S. Goodspeed is an associate professor in the Department of Political Science at the Santa Barbara Campus of the University of California.

convention, complaints can be placed before the ILO Governing Body. A Commission of Enquiry can be convened to examine the charges and its findings made public. If this procedure is not successful, an economic boycott may be brought against the violator, a drastic step which has not been attempted in spite of a number of violations of ILO conventions.¹

Whenever agency programs overlap or concern themselves with the same general questions, there arises the inevitable and complex problem of coordination. Major responsibility for coordination rests with the Administrative Committee on Coordination (ACC) and the Technical Assistance Board (TAB) of the United Nations. While TAB is concerned exclusively with the expanded Technical Assistance Program, ACC is composed of the Directors General of the specialized agencies under the Secretary General of the UN and concentrates its attention on questions of over-all program coordination. The need for continuous effort in this direction calls for considerable consultation and agreement between the agencies involved, the United Nations, regional organizations, the appropriate agencies of national governments, and with interested public unions and nongovernmental organizations. For example, in dealing with the complex matter of development and conservation of the world's fisheries, an established unit of a specialized agency, such as the Food and Agriculture Organization (FAO) Fisheries Division, is essential. To assist in this work, UNESCO has established an Advisory Committee

on Marine Science to unify the efforts of scientists working on various problems of the sea. In its aim of promoting the orderly development of the world's fisheries resources and fishery science, FAO works in close cooperation not only with its seventy-odd member nations but also with the appropriate organs of the United Nations, the World Bank, the Organization for European Economic Cooperation, the United States International Cooperation Administration, the Colombo Plan, the International Council for Exploration of the Seas, and other organizations.

Joint agreements have been concluded and combined committees established between specialized agencies concerned with related aspects of a project. As an illustration, the World Health Organization (WHO) and FAO have created a mixed advisory committee concerned primarily with the coordination of their efforts to promote improved nutrition. Similarly, ILO, UNESCO, and WHO appointed a committee of experts to study methods of defining and measuring cost of living.

While there are many features in common, there are significant differences in origin between some of the specialized agencies. To begin with, three of them—the International Telecommunications Union (ITU), the Universal Postal Union (UPU) and the International Labor Organization—had been in existence for some years before the establishment of the United Nations. Two of them—ITU and UPU—antedated the League. After the outbreak of World War II, various conferences established seven additional agencies: for food and agriculture, Food and Agriculture Organization (FAO); for educational, scientific and cultural cooperation, United Nations Educational, Scientific and Cultural Organization (UNESCO); for world health, World Health Organization (WHO); for meteorology, World Meteorological Organization (WMO); for aviation, the International Civil Aviation Organization (ICAO); the International Bank for Reconstruction and Development, and the International Monetary Fund. Five of this group—ICAO, UNESCO, FAO, the Bank, and the Fund—resulted from joint action taken by various United Nations governments before the San Francisco Conference in 1945. The Economic and Social Council initially sponsored WHO acting under the provisions of Articles 59 and 62 of the Charter. The Inter-governmental Maritime Consultative Organization (IMCO) and the International Finance Corporation (IFC) were also directly

¹ Although it closely resembles a specialized agency, the International Atomic Energy Agency is not so classified and has concluded a special agreement with the General Assembly of the United Nations which governs the loose working relationship with that organization. Interestingly enough, IAEA is equipped with rather extensive investigative and enforcement powers. Among these is the authority to: (1) Examine the design of specialized equipment and facilities, including nuclear reactors, making certain that it will not further any military purpose, that it complies with required health and safety standards, and that it will allow effective application of specified safeguards; (2) Require the maintenance and production of operating records to assist in ensuring accountability for source and special fissionable materials used or produced in a project; (3) Require that special fissionable materials recovered or produced as a by-product of the chemical processing be used for peaceful purposes; (4) Send inspection teams into recipient states to prevent diversion of borrowed materials for military purposes. Should a recipient state fail to comply with any of the safeguard measures, the Agency has the power to suspend or terminate assistance and withdraw any materials and equipment it has made available.

created by the United Nations in response to a strong need in both instances. The other post-League agencies either grew out of former public unions or former League technical committees or have taken over the functions of certain more limited public unions.

Furthermore, some agencies, like FAO, WHO, and UNESCO, have staffs of several hundred persons, many of them located in different parts of the world. Others, such as UPU, ITU, and WMO are much smaller with most of the staff located at agency headquarters. Five agencies—UPU, ITU, WMO, IMCO, and ICAO—are primarily concerned with highly technical questions and possess some regulatory powers. In contrast, four other agencies—ILO, WHO, FAO, and UNESCO—have multipurpose functions of an educational, technical, research, advisory, and informational nature. The Fund, the Bank, and IFC, on the other hand, possess independent financial resources and occupy a unique position in this regard.

While the general pattern of structure, organization, and powers of the agencies is similar, there are some important differences. Admission of nonmembers of the UN is usually accomplished by a two-thirds vote of the Conference or Assembly. UNESCO, for example, requires that states not members of the UN may be admitted to membership, upon recommendation of the Executive Board, by a two-thirds vote of the General Conference. On the other hand, admission of such members to WHO is permitted by a single majority vote of the Health Assembly. The composition of the various organs of the agencies consists, in general, of representatives of governments. In the case of the Executive Board of WHO, however, members are selected on the bases of "their technical competence in the field of health." The Constitution of UNESCO provides that in electing members of the Executive Board, the General Conference "shall endeavor to include persons competent in the arts, the humanities, the sciences, education and the diffusion of ideas." Ordinarily, each member has one vote in the policy-making body. But with respect to the Bank and the Fund, the number of votes cast by each member is approximately in proportion to its monetary contributions.

A novel system of representation and voting holds true for ILO. Each member selects four delegates, two of whom represent the government, one labor, and the other the employers. Since each delegate casts one vote, it happens

that on occasion the voting of an entire delegation is divided. At times the labor delegates vote in a bloc against those representing employers.

Special provision is made for representation of the major powers, by virtue of their industrial, financial, or other special competence, on the executive bodies of the Bank, the Fund, ICAO and ILO. The Board of Directors of IFC is composed of those Executive Directors of the Bank who represent at least one government which is also a member of IFC. Some agencies, especially WHO and ICAO, are granted limited quasi-legislative authority to approve certain technical regulations which become binding on their members unless rejected by individual member governments within a specified time limit. The executive councils of WHO, UPU, and ICAO have the right to settle disputes in certain well defined administrative fields.

There are a number of wide divergencies between the agencies in the general field of administration. With respect to policy-making, some agencies, such as UPU and WHO, need relatively little leadership at the political level. But where problems are of an economic, agricultural or social character, political leadership is frequently necessary. Leadership of this sort comes primarily from one or more of the major powers which are members of the agency. There is considerable variance in the practice of agencies regarding questions of personnel administration. Differences appear to be particularly evident with respect to recruitment and appointment and several underlying philosophies are evident. There is the doctrine of the ILO, for example, which holds that considerable influence should be exercised by representatives of the entire staff. Selection in FAO has been left primarily in the hands of department chiefs subject to final approval of the Director-General. Somewhat different has been the practice of WHO, where personnel appointments, especially on the lower levels, are influenced by the Director of Administrative Management and Personnel. Unlike most of the agencies, UNESCO and ILO have recruited the younger staff members from less advanced states for junior professional posts and trained them in the civil service methods which they might lack. Variations also can be noted in budgetary practices and in the conduct, composition and procedure of the committees. Some agencies have strictly scientific committees which confine their work to the solution of a single problem, such as certain of the professional com-

mittees of WHO. Many agencies have various standing committees to deal with continuing problems. Most of them have advisory technical bodies such as the ILO Committee of Experts on Social Policy in Non-Metropolitan Areas. Occasionally some agencies, such as WHO, appoint panels of experts from which small *ad hoc* committees may be selected as the occasion demands.

Nongovernmental or private international organizations (NGO's) work closely with most of the specialized agencies but the degree of relationship and cooperation varies. The Bank, the Fund, and IFC do not maintain official relationships with NGO's. Neither does the Universal Postal Union, but UPU works with the International Air Transport Association in regard to air mail postal rates. The Convention establishing ITU provides for cooperation with NGO's having allied interests and although they are invited to participate in the Administrative Conference of the Union and in the meetings of its International Consultative committees, they are not brought into direct relationship with the organization itself. ICAO, FAO, and WMO invite organizations to attend particular meetings. On the other hand, machinery has been established for bringing NGO's into direct relationship with WHO in particular, and also with ILO and UNESCO.

Finally, there is a difference in the content of the agreements entered into by the specialized agencies and the United Nations. The agreements with the newer agencies—ICAO, IMCO, UNESCO, WHO, FAO, and with ILO—are the most detailed and bring these agencies into the closest relationships with the United Nations. The agreements with UPU and ITU contain fewer particulars, while those with the Bank, the Fund, and IFC are the broadest of all and call for the least amount of consultation and coordination with the UN.

The foregoing indicates that while the general outlines of the specialized agencies are similar, many have organizational features and practices which are designed to fit their individual needs

and functions. In one respect, it is comparatively simple to group the agencies together and claim for them a special role in international organization devoted to social progress and economic development. At the same time, each has its particular responsibility, unique problems, and definite procedures for obtaining objectives. Within each agency, the various organs may exert special or indirect influences, as do the members which contribute the largest share of the budget. A Director-General may possess a particular capacity for leadership in administration and thereby materially contribute to the efficiency and morale of his staff. In an agency with a well-defined activity, common professional and scientific interests can break down national and cultural barriers and assist in uniting the entire international staff. A delegate or delegation to the annual or biennial conference can, through exercising constructive imagination and devotion to the fundamental aims of the agency, give the needed direction to planning programs of work. The presence or absence of these forces will in large part, result in a successful or a mediocre performance.

Although each of the agencies has a much larger budget than any comparable League of Nations activity, all are still severely restricted by limited financial support. The willingness of the United States, first to share in the building of the agencies, then to join them and provide much of the financial assistance as well as political direction, is a distinct departure from the past. The fact that the various agencies are so dependent upon the financial contributions of the United States places that country in a peculiar position of leadership, particularly since the Soviet Union until recently has been unwilling to participate in the programs of technical assistance or join many of the specialized agencies. The wide functions and objectives of the specialized agencies represent a broad attempt to cope with the basic social and economic problems facing the world. It is just a beginning, however, and the success achieved by the agencies will depend primarily upon the political climate in which they must work.

An interesting book about the Specialized Agencies is Graham Beckel's *Workshops for the World: The Specialized Agencies of the United Nations* (New York: Abelard-Schuman, 1954). Taking the agencies one by one, the author begins in each instance with a brief case study, which he then follows with an outline of the origin, purposes, membership, structure and organization, and activities.—Ed.

Center for Information on America

Adeline H. Banker

NESTLED in the foothills of the Berkshires, in the small town of Washington, Connecticut, are the headquarters of a unique educational organization with nationwide services, the Center for Information on America. Established in 1951 by a group of educators and other private citizens, the Center has as its president, Townsend Scudder, one of the founders and formerly a professor at Yale University and Swarthmore College. It was felt by the founding group that the future of democracy could well depend on an informed and thinking citizenry and that there was a decided need in the United States for more awareness of contemporary affairs, as well as of America's heritage, on the part of the American public.

So, the Center was set up, as an independent, non-profit corporation, to work toward that end. From the very start, its underlying principle has been one of non-partisanship, and its purpose that of cultivating citizen training and leadership, thus encouraging Americans to think for themselves on public issues. Today, its Board of Trustees and its several Advisory Committees, comprised of leading citizens and experts in their fields, are a further guarantee that the policy of non-partisanship is scrupulously upheld. The Center's income is derived in part from its services, but support is also received from civic-minded individuals and foundations.

Utilized in the Center's programs, either now in existence or in the planning stage, is every kind of communication media—publications, television and radio, conferences, and films. The first to be developed was its monthly publication, originally known as *Future Voters Discussion Guide*, then later as *Vital Issues* as it became increasingly used, not only in schools and colleges, but by adult discussion groups, business organizations, labor groups, and many others.

Now in its ninth year of publication, *Vital Issues* is a compact, illustrated, four-page leaflet

which strives to give impartial, factual information on important aspects of American social, political, and economic life. During the past year it dealt with such subjects as educational television, U. S. policy toward Latin America, inflation, and a national program for the arts and letters. Scheduled for 1959-60 are issues on exploration of outer space, U. S. relations with Canada, a youth conservation corps, and a guide for the Presidential nominating conventions.

The Center has two additional publications in the process of development. One, *Grass Roots Guides on Democracy and Practical Politics*, is a "how-it-is-done-and-how-to-do-it" series. Planned for mid-1960, it is being designed to interest the reader in practical politics.

The second, *Historic Highlights*, is for simultaneous presentation in print and over television. It will consist of a number of significant and shaping events in American history, with the purpose of increasing among the American people a greater awareness and appreciation of our country's heritage and its importance to our present day democracy.

Also under study are a series of summer Institutes in American Studies, one designed for pre-college students, the other for adults. To be held in various locations, with a well-qualified staff supplemented by leading guest speakers, the Institutes would aim to generate a deepened understanding of America through a careful study of American civilization.

The proposal that the Center participate in a series of training films for the executive and supervisory personnel of business organizations is now under consideration. The films would deal with national and world problems, much as *Vital Issues* does, and would serve to increase awareness and a sense of responsibility among managerial personnel.

With its monthly discussion guide firmly established and plans well advanced for its other programs, the Center can perhaps no longer be considered an experiment but rather an established organization, filling a real need, and daily accomplishing its fundamental purpose of "furthering the knowledge and understanding of America by Americans."

Adeline H. Banker is Executive Associate of the Center for Information on America in Washington, Connecticut.

The NCA Foreign Relations Project

James M. Becker

THE PROBLEMS of our relationships with other nations are among the most pressing and persistent which confront our society. In a democracy like ours, it is the character of public opinion that eventually determines the effectiveness of the nation's foreign relations. United States foreign policy problems, therefore, are of the utmost importance to education and to the nation's schools which have the responsibility of preparing a generation capable of dealing intelligently with them. The survival of American democracy and of the free world may depend upon how well Americans are trained to meet their newest important citizenship responsibility—that of sharing the burden of the country's participation in world affairs. Fulfilling the duties of citizenship today demands both more attention to and more competence in dealing with the subject matter of foreign relations.

Recognizing the vital need for a comprehensive, nation-wide program in foreign relations education, the North Central Association of Colleges and Secondary Schools, early in 1956, established the Foreign Relations Project. The Foreign Relations Project has been designed to: (1) stimulate interest in foreign affairs; (2) help students develop better comprehension of basic American foreign policy problems; (3) help students develop ability to think critically about possible solutions of American foreign policy problems; (4) develop techniques and methods which will encourage high school students to develop and maintain interest in foreign affairs; and (5) develop interesting, accurate, and objective materials which are comprehensible and which provide the necessary background for understanding current world problems.

Viewed as training for citizenship, the general aims of the study of international relations are to make democratic decisions wiser. While few social studies teachers would question these gen-

eral aims, little agreement exists among them on what the citizen needs to understand about international affairs or how such understanding can be brought about.

The efforts of the Foreign Relations Project center around helping teachers and students gain deeper insight into the relationships among states. In order to accomplish this objective, the Project encourages schools to provide their students with curricular opportunities for the systematic study of international relations. As used here, international relations is concerned primarily with the functions and exercise of governmental authority—political interaction at the international level. In this view, the teaching of international relations aims mainly at political goals. Although ethical considerations cannot be entirely divorced from teaching which seeks to replace indifference and suspicion with understanding and tolerance, we have not viewed the task of the teacher of international relations as that of inculcating friendly feelings toward all peoples. However, in order to help students develop useful guides for judging policies, the teacher must combat misunderstanding caused by prejudices or ignorance.

It is generally agreed that it is unwise and wasteful to develop course outlines or units without regard to the availability of materials. A survey conducted by the NCA Committee on Experimental Units during the 1954-55 academic year revealed a great need for objective, authentic teaching materials for the study and discussion of foreign relations. Therefore, as a first step in implementing the program in foreign relations, the NCA Project staff sought to develop carefully prepared materials which could serve as a basis for teaching units on foreign relations.

Largely because international relations is a relatively new and rather loosely defined discipline, and very few teachers have had any preparation in the subject matter involved, the Foreign Relations Series has become the core of materials and services offered by the Project. Titles which are available during the 1959-60 academic year are: *The United States and World Affairs*, *American Policy and the Soviet Challenge*, *Chinese Di-*

James M. Becker is the director of the Foreign Relations Project being carried on by the North Central Association of Colleges and Secondary Schools with the aid of a grant from the Ford Foundation.

lemma, America's Role in the Middle East, America's Stake in Western Europe, Southeast Asia and American Policy. The preparation of a booklet on Africa is scheduled to be completed by March, 1960.

The booklets have been written by foreign affairs specialists, edited with the high school student in mind, reviewed by prominent political scientists, and tested by thousands of social studies teachers. Numerous teaching aids have been developed to accompany the booklets.

In addition to the development of materials, members of the Project staff visit schools, plan conferences, serve as consultants, and participate in many activities designed to promote teacher and student understanding of American foreign relations. These conferences, workshops, and other activities provide a considerable number of teachers and students with experiences, training, and materials which can be used in their high school classrooms. Some of the most notable examples are here described.

The Illinois Residential Seminar for High School Students, March 22-24, 1959. Sixty-two outstanding students met at Illinois State Normal University to inquire into the effectiveness of "United States Policy in the Far East." Specialists in the Far East and adult discussion leaders met throughout the two-day seminar with student participants. Readings were provided all participants in advance, and guidelines for discussions accompanied these materials. At the conclusion of the seminar, participants met in plenary session to consider and approve a report which reflected and summarized the conclusions and opinions which emerged from the discussion groups.

Cooperating organizations for the Illinois conference included: The New World Foundation; The American Assembly, Columbia University; The Illinois Curriculum Program; The Illinois Council for the Social Studies; The State Department of Public Instruction; The State NCA Committee; and The Foreign Relations Project.

Ohio State University Conference on India, April 24-25, 1959. A two-day conference was held for 35 selected Ohio juniors and seniors. The topic was "The Effectiveness of United States Policy in India." Indian students served as resource persons. As in the Illinois conference, readings and an agenda were provided all participants in advance.

A related feature at both the Illinois and Ohio

conferences was the selection of one of the junior participants to receive an all-expense scholarship to the 1959-60 around-the-world study tour of the International School of America. The International School of America will provide during the 1959-60 school year 37 high school juniors and seniors the opportunity to travel around the world, study with competent teachers, and live in the homes of nationals as they fulfill requirements for their senior year in a fully accredited high school.

Michigan State University Conference on Africa, June 1-2, 1959. Thirty college and high school teachers met to discuss "The United States and Africa." As in the other conferences, readings were made available to the participants prior to the conference. The sponsors included: The African-American Institute; The American Assembly; Michigan State University; and The Foreign Relations Project. The American Assembly format, including a final plenary session, was followed throughout the conference. Teachers responded enthusiastically to this opportunity to learn more about Africa and to discuss ways of including greater emphasis on the study of this important continent.

Summer Workshops. The Graduate Training and Research Program in International Relations of the Department of Political Science at Northwestern University, the School of Education of Northwestern University, and the NCA Foreign Relations Project co-sponsored a three-week workshop in international relations during the 1958 and 1959 summer sessions. The majority of the program was devoted to the presentation and analysis of substantive materials on various foreign areas, as well as to theories and systems of analysis of political problems in the international area. Several of the sessions were devoted to considering the feasibility of translating research designs into teaching devices. Dr. George Blanksten, Professor of Political Science, Northwestern University, who has served as coordinator of the summer workshops, states, "We have opened up a new bridge joining the conduct of research in this field with the reporting of the findings in the classroom." During the 1959 summer session, similar workshops of a more limited duration were offered at San Francisco State College and Winona State College, Minnesota.

The promotion of and participation in a wide variety of workshops, conferences, and meetings have enabled the Project to help narrow the gap

between current scholarship and the outmoded concepts which are still being taught in far too many school classrooms.

Many approaches to teaching foreign relations can be found in the more than 2700 schools currently involved in the Foreign Relations Project. The most common approach used by teachers in the Project is to start the study of foreign relations with the consideration and review of the goals, means, process, record, and, in some cases, the prospects of American foreign policy. This is followed by a study of one or more political or geographic areas. The use of a distinct political or geographic area as a means of selecting the content for the study of foreign relations has many advantages. Among those cited by teachers are: (1) The study of "Russia" or "The Middle East" or "Germany" encourages students to read newspaper or magazine articles and listen to news items related to the areas being studied; (2) An area label is helpful in locating information and materials on the topic under consideration; (3) Scattered bits of information can usually be integrated in such a way as to provide the student with the "big picture" when it is all related to a specific nation or area; (4) The selection of areas of immediate and critical concern enables the teacher to take advantage of student interest as well as to illustrate the major principles and methods of international relations.

The three most widely used methods of introducing the study of foreign relations are: (1) A brief historical survey of American foreign policy and our relations with the area or nation to be studied; (2) Discussion of a current foreign policy problem (this usually includes using a newspaper or magazine article, a television program, or a talk by a person with some experience in foreign affairs); (3) A discussion of the purpose and importance of foreign relations.

Teachers frequently characterize the attitude of many of their students toward foreign relations as one of apathy. A typical student attitude is, "Why study foreign policy? We cannot do anything about it." Learning may not be engendered when the classroom becomes a forum for the clash of highly controversial opinions. Nevertheless, some way must be found to overcome student indifference to international affairs and infuse some life into the study of foreign relations.

The most common technique used by Project teachers for getting the students involved can be summarized as follows: A problem or question is formulated by the teacher, by a student, or

by a panel of students. The class then studies and discusses the problem in its several aspects. Various solutions are offered and evaluated in the light of available information. In some instances, the individual student is asked to decide which solution to the problem should be adopted. Although a variety of techniques for recording student decisions are used, one effective technique is to have students prepare brief talks or papers on such topics as "My Foreign Policy If I were President," "A Sound United States Policy on Germany," or "Protecting and Promoting American Interests in the Middle East." Such appraisals not only infuse some life into the study of foreign policy, but also can play an important role in challenging students to examine and refine their value preferences.

When a school assumes the responsibility for providing its students with an understanding of international relations, methods are needed for evaluating the efforts toward this end. In order to help participating schools judge the results of their efforts, the Project staff is developing a variety of evaluation instruments. Major emphasis is being placed on a test of the student's ability to handle abstract concepts and to think critically about problems in foreign relations. Under the direction of a national advisory committee made up of I. James Quillen, Dean, School of Education, Stanford University; G. Robert Koopman, Associate Superintendent of Instruction, State of Michigan; and William Brish, Superintendent of Schools, Washington County, Maryland, an evaluation of the impact of the Project on the teaching of the social studies is scheduled to be completed during the fall, 1959.

The examples cited here illustrate some of the most promising practices in the field of foreign relations education. The many exciting and successful activities in this field should not blind us to the fact that, by and large, the study of foreign policy or international relations is still in the special projects category. Until such time as this area of study becomes an integral part of the high school curriculum, real progress is unlikely. Furthermore, as Tewksbury has pointed out, the teaching about the world in our schools is still characterized by a "kind of sentimentality that avoids the harsh realities of our times."¹ However, there are signs that many teachers are striving to achieve a healthy balance of idealism

(Continued on page 296)

¹ Donald G. Tewksbury. "American Education and the International Scene." *Teachers College Record*, April 1959, p. 1-12.



*The Key That Unlocks
an Understanding
of Tomorrow's World*

You the teacher and your teaching tools can open the door to the understanding of the problems facing your students in tomorrow's world. Your key to this door is the **proper teaching aids** for your objectives.

Ever vigilant to the needs of tomorrow's world, Rand McNally's experienced authors, editors and cartographers have created for you Social Studies Teaching Tools which are the keys to understanding the world your students will live in tomorrow . . .

. . . forward-looking, challenging, authoritative teaching aids in:

WORLD GEOGRAPHY
WORLD HISTORY
U. S. HISTORY
PROBLEMS OF DEMOCRACY
AND ECONOMICS . . .

Basic Textbooks, Resource Materials, Supplementary and Reference Aids, Maps, Charts, Globes and Atlases, all designed to reflect in advance our changing world, and thus to assist you, the teacher, in doing a better job.

On the following pages we invite you to review these forward-looking Social Studies teaching aids.

Tomorrow's world rests with you and your teaching tools. We know you will select them with care.

RAND MCNALLY & COMPANY P.O. Box 7600, Chicago 80, Illinois



THE KEY THAT UNLOCKS
AN UNDERSTANDING
OF TOMORROW'S WORLD

Fresh — Colorful — Personalized — Reading Adventure

**THE ADVENTURE
OF THE
AMERICAN PEOPLE**

By Henry Graff & John Krout



738 pages

Price: \$5.56 list, \$4.17 net

Published January 1959

Already in its 2nd printing

The first text in 25 years that is completely new in approach. In all historical literature there is no more fascinating story than that of our own country. Noted historians, Henry Graff and John Krout of Columbia University, have written **THE ADVENTURE OF THE AMERICAN PEOPLE** as exciting narrative; they have presented the American story as the dramatic adventure it truly is.

*Imaginative words, magic words
will enthrall your students.*

Read this paragraph on page 16 for example:

"What dreams they dreamed! What energies they lavished on their projects! Think of the mountains they had to climb and the rivers they had to ford. Think of the trees they had to uproot and the animals in their path that had to be destroyed. And, if this is not enough, think, above all, of the thousands of men whose names will never be known—who perished in their search for gold, or for that trail that was supposed to be only a hundred miles to the north, or for that shelter from the sun or frost that would keep a man alive."

- There are over 70 maps, including seven pages of full-color maps, and more than 500 pictures and diagrams.
- There are end-of-chapter teaching aids—summaries, tests, activities, a wonderful index and bibliographies with a wide range.
- There is an excellent teachers' manual; tested and developed by High School teachers.
- There is a Study Guide which helps develop student interest and also relieves you of a great deal of paper work.

This is an exciting account of American History, with unquestionable scholarship, balanced judgment and well-integrated colorful illustrations.

You will find your teaching more effective when your students respond to a text that makes famous people come to life, dramatic events that unfold with breath-taking interest, history that is alive in your classroom.

*Rand McNally will be pleased to send you more complete information on **THE ADVENTURE OF THE AMERICAN PEOPLE**. Write your Rand McNally Representative or Rand McNally.*

RAND McNALLY & COMPANY P.O. Box 7600, Chicago 80, Illinois



THE KEY THAT UNLOCKS
AN UNDERSTANDING
OF TOMORROW'S WORLD

West meets the East for the first time in

OUR WIDENING WORLD is the only World Civilization History that looks beyond Europe and the West to humanity in all lands and ages—lands we should all know well.

Today, as we realize the importance of the grave political struggle in Iraq and the repeated threats about free Formosa voiced by Mao Tse Tung, we are vividly reminded of the commitments of our country in all parts of the world. To omit these neglected lands and peoples in our students' study of history is a matter of serious concern.

Adlai Stevenson's remark, "Our greatest danger is not in Europe but in Asia and Africa," forcefully reminds us that we have neglected to present the important Eastern lands to today's history classes.

This text is a cultural study in world understanding that your students, present and future, will need if they are to meet intelligently the challenges of our troubled era.

IN OUR WIDENING WORLD the seven major societies of the world today are examined. These societies are:

Far Eastern . . . Western European . . . Indian . . . Anglo-American . . . Moslem . . . Latin American . . . Slavic

Each Account is Presented in Three Parts:

1. The beginning and development of the society
2. A portrayal of the society before Western Europe brought new ideas and techniques
3. The present-day struggle of each society to adapt to the changes of the recent centuries.

Six KEYS are used to unlock the door of these cultures:

1. Technology
2. Geography
3. Organization of the people for living together
4. Special achievements
5. Interrelations of all parts of the culture
6. Relationships with other societies.

You will find this text an effective teaching aid. A very helpful teacher's manual is available.

OUR WIDENING WORLD

By Ethel E. Ewing



740 pages

Price: \$5.56 list, \$4.17 net

Published March 1958

Now in its 3rd printing

The forward underlying philosophy of OUR WIDENING WORLD will command your attention. Write your Rand McNally representative or Rand McNally for more complete information. We are sure you will be pleased.

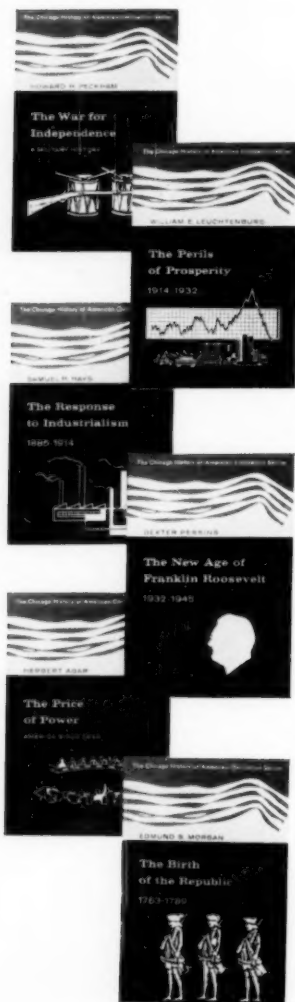
RAND McNALLY & COMPANY P.O. Box 7600, Chicago 80, Illinois



THE KEY THAT UNLOCKS
AN UNDERSTANDING
OF TOMORROW'S WORLD

Challenge your abler history students

**CHICAGO HISTORY
OF AMERICAN CIVILIZATION
SERIES**



Here are six important supplementary history books that will strengthen your history curriculum. The Series represents a brilliant study of American eras and provides fascinating insights and backgrounds to American History. These excellent books will also challenge your abler history students to dig deeper into America's past. Today Rand McNally joins the University of Chicago Press in publishing this new Series as supplementary history enrichment reading for our interested high school students. As you can see, each book has been written by a noted authority.

These books are excellent for class use in American History, Government and Economics.

Here is a true enrichment reading for our most promising American citizens of tomorrow—reading that will help give them a penetrating insight into our American heritage. Minimum order five copies of a title or an assortment of six.

Chicago History of American Civilization Series

THE BIRTH OF THE REPUBLIC, 1763-1789
by Edmund S. Morgan

THE WAR FOR INDEPENDENCE: *A Military History*
by Howard H. Peckham

THE RESPONSE TO INDUSTRIALISM: 1885-1914
by Samuel P. Hays

THE PERILS OF PROSPERITY: 1914-1932
by William E. Leuchtenburg

THE NEW AGE OF FRANKLIN ROOSEVELT: 1932-1945
by Dexter Perkins

THE PRICE OF POWER: *America Since 1945*
by Herbert Agar

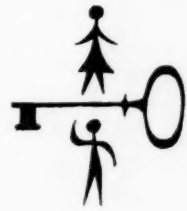
*Chicago History of
American Civilization Series*

Price: Soft Covers \$1.25 list \$1.00 net

Publication Date—September 1959

RAND MCNALLY & COMPANY P.O. Box 7600, Chicago 80, Illinois

THE KEY THAT UNLOCKS
AN UNDERSTANDING
OF TOMORROW'S WORLD



Dramatic - Vivid - Colorful - Charts Portray

OUR AMERICAN ECONOMIC PRINCIPLES

THE ECONOMICS OF AMERICAN LIVING CHARTS—a new series of 24 colorful wall charts, endorsed by leading economic groups, make it possible for you to present to your students a dramatic visual portrayal of essential economic principles. Here is the first simple series of charts in elementary economics. They will help you and your students understand how and why our economic way of living is what it is and how it has helped make our country strong and powerful. The charts are designed to bring about a basic and clear understanding of the Keys behind our country's greatness and the steps we must take to maintain this progress and freedom, too.

The charts basically cover these themes: The cultural and economic resources of this country... its freedoms... banking structure... the role of the Federal Government... production... profit... supply and demand... competition... taxation... and the essential differences between free enterprise and a state-controlled economy. The charts are 37" x 37". Four colors are used functionally to highlight important graphic concepts. The charts are mounted on a new wall bracket for easy classroom use. Publication date is October 1959.

Accompanying Textbook

The **ECONOMICS OF AMERICAN LIVING** textbook is a simple brief introduction to fundamental economics. It explains in detail all of the economic principles found on the charts. You can use the text as an independent elementary economics book either with or without the charts. A complimentary copy of the textbook goes with each set of charts.

21 TAXES: USE AND ABUSE

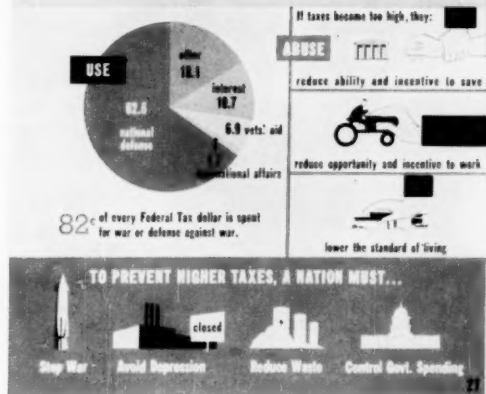


Chart 21

*Economics of
American Living Charts
by Dr. Henry Heckman*

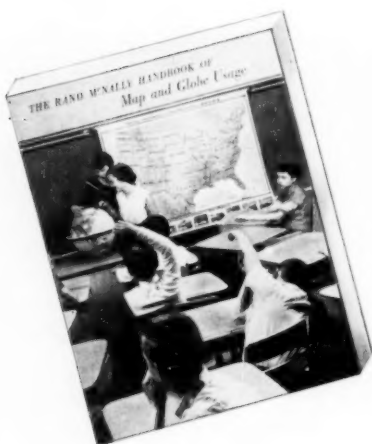
Publication—October 1959



THE KEY THAT UNLOCKS
AN UNDERSTANDING
OF TOMORROW'S WORLD

A Practical Easy-to-Use Map and Globe Guide

THE RAND McNALLY HANDBOOK OF MAP AND GLOBE USAGE



*The Rand McNally
Handbook of Map
and Globe Usage*

400 pages

Price: \$2.25 list, 1.79 net

Already in its 2nd printing

Published April 1959

*How many times have you asked yourself: "How
Do I Use Maps and Globes in My Classroom?
When Should I Use Them?"*

You will find these and many more questions answered in the new RAND McNALLY HANDBOOK OF MAP AND GLOBE USAGE—the very first of its kind ever published. The HANDBOOK serves as your standard guide to the best maps and globes for each grade level from kindergarten through twelfth grade.

The chapter for each grade level in the RAND McNALLY HANDBOOK shows you what maps and globes you should be using; when to use them; how to use them; how to introduce them; what skills and concepts should be gained from them and many stimulating ideas. You will find it is fun and easy to use maps and globes!

Usable with all maps and Globes.

All of the 400 pages in the RAND McNALLY HANDBOOK OF MAP AND GLOBE USAGE are usable with any publisher's maps and globes.

The HANDBOOK is the result of over twenty years of testing and developing. Today the use of maps and globes is a necessity when discussing world problems in the classroom. The HANDBOOK is designed to help you help your students obtain a thorough knowledge of the proper use of maps and globes they will be referring to in tomorrow's world. Here is a key to tomorrow you will not want to be without.

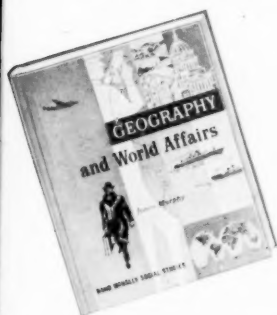
Ask to see a hardbound copy of this long-awaited how-to-present HANDBOOK OF MAP AND GLOBE USAGE, sent on ten-day approval.

RAND McNALLY & COMPANY P.O. Box 7600, Chicago 80, Illinois

THE KEY THAT UNLOCKS AN UNDERSTANDING



OF TOMORROW'S WORLD



*A geography
for
tomorrow's
world*

GEOGRAPHY AND WORLD AFFAIRS

by JONES-MURPHY

GEOGRAPHY AND WORLD AFFAIRS was designed to bring the relationship of geography and the political, cultural, and economic affairs of the world into clearer perspective for the junior and senior high school student. It does this by presenting civics, economics, history and geography through a continuous chain of political activity to the final realization that the facts of geography and history "condition" world affairs. The best key to understanding the world is to approach geography by way of politics—because the way people—nations—feel and act is influenced to a large extent by their geographic environment. It is because of this unique approach that **GEOGRAPHY AND WORLD AFFAIRS** is the best seller in high school geography classes today.

The text is made up of seven chapters as follows:

- OUR POLITICAL WORLD
- THE U.S.A. LOOKS AT THE U.S.S.R.
- THE WESTERN COASTLANDS
- THE EASTERN COASTLANDS
- THE OCEANS IN WORLD AFFAIRS
- THE AMERICAN NATIONS
- IT'S ALL ONE WORLD

A magnificent full-color 32-page atlas section contains merged-relief, physical-political and political maps, to help you in the understanding of world affairs.

GEOGRAPHY AND WORLD AFFAIRS \$4.80 list
WORKSHOP 8 & ANSWER KEY .96 list
GEOGRAPHY MANUAL AND KEY .96 list

*Stimulates
thinking
about
tomorrow's
problems*



FACING LIFE'S PROBLEMS

by LAVONE A. HANNA

The key to creating good American citizens for tomorrow is to help them to think for themselves, so that they can face the problems life will hold for them and make intelligent decisions. **FACING LIFE'S PROBLEMS** is designed to help tomorrow's students develop a sense of responsibility for individual competence and positive citizenship. The text begins by presenting the immediate social problems of the student and then progresses to complex and baffling world problems.

FACING LIFE'S PROBLEMS helps students to see their problems so that they can compare them with those in the text. It then shows students how to work out their own solutions. The text continually stimulates thinking about the problems your students will be facing in tomorrow's world. Because of its organization, this book is simple and easy to teach. There are many teacher's aids in the text. **FACING LIFE'S PROBLEMS** can be used as a single senior social studies course rather than separate courses in economics, sociology and the other related subjects and government.

CONTENT:

- Part I MAKING THE MOST OF OUR LIVES
- Part II BECOMING ECONOMICALLY INDEPENDENT
- Part III ASSUMING CITIZENSHIP RESPONSIBILITIES
- Part IV UNDERSTANDING OUR WORLD

FACING LIFE'S PROBLEMS \$5.56 list

RAND McNALLY & COMPANY P.O. Box 7600, Chicago 80, Illinois

THE KEY THAT UNLOCKS AN



UNDERSTANDING OF TOMORROW'S WORLD



THE AMERICAN READER

Paul Angle

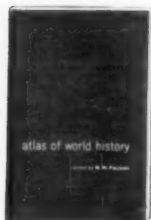
A new supplementary book for American History Courses. This is a fascinating account of American History for tomorrow's citizens. Exciting narrative is correlated as supplementary reading with Rand McNally's **THE ADVENTURE OF THE AMERICAN PEOPLE**. The American Reader contains a collection of eye-witness accounts from contemporary letters, diaries, newspaper stories, and other writings describing the important events in American History from Columbus to Explorer I—by those that were there. Published December, 1958. \$7.50 list.



BY THESE WORDS

Paul Angle

Forty-six of the most important documents in developing and defending our freedom and democracy are presented in **BY THESE WORDS**. Paul Angle's commentaries read like eye-witness accounts. 560 pages, \$5.95 list.



ATLAS OF WORLD HISTORY

Edited by Robert R. Palmer

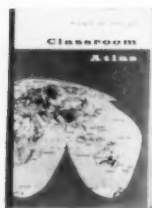
The "Atlas of World History" has over 100 maps beginning with the dawn of history and ending with the world-wide struggle of today. Every major civilization is covered. A commentary enables the student to follow the story of man closely. A complete index and fascinating tables of historical statistics are included. This is truly a necessary reference for the social studies classroom. \$5.00 list.



ABRIDGED HISTORICAL ATLAS

Edited by Robert R. Palmer

This abridged edition of the Atlas of World History contains all of the maps in the larger edition but omits the text. Ideally suited for high school level, this atlas has a complete index. Soft cover \$0.95 list.



Rand McNally CLASSROOM ATLAS

This revised and enlarged edition contains 53 full-color maps on 62 pages. Every important area of the world is covered. In addition to merged-relief maps there also are political and comparative maps. Maps of Alaska and Hawaii are included not only on the U. S. maps but also as separate maps. The Atlas contains an index. Price now only \$1.40 list.

GOODE'S WORLD ATLAS

For well over a quarter of a century, Goode's World (School) Atlas, containing 160 pages of multi-color maps, has been a leading atlas in the classrooms of North America. Particular attention has been devoted to bringing up to date the important geographic data of various political areas of the world. 272 pages plus an index of 30,000 geographical names.



THE EARLE-McKEE AMERICAN HISTORY MAPS

Like chapters in a book. The series of 12 maps, like pupils' own history books, is organized into units or chapters, from early exploration to modern United States.

In addition to all standard mountings we now offer these twelve maps in a new mounting. Each paper sheet of this set has a metal bottom rod. All twelve maps are mounted in a steel charthead. A pair of adjustable wall brackets is included, eliminating the need for a tripod. Each map is 58 inches wide and 39 inches high.

A CENTURY OF WORLD EXPLORATION
THE STRUGGLE FOR A CONTINENT (1498-1763)
ORIGIN OF A NATION (1763-1789)
EARLY WESTWARD EXPANSION (1790-1819)
A GROWING NATION (1820-1848)
EXPANSION AND SECTIONAL CONFLICT (1848-1860)
ARMED CONFLICT AND RECONSTRUCTION (1861-1877)
EMERGENCE OF MODERN UNITED STATES (1878-1912)
THE UNITED STATES IN THE TWENTIETH CENTURY (1912-1939)
BACKGROUNDS OF WORLD WAR II (1912-1937)
THE UNITED STATES AND WORLD AFFAIRS
THE FIFTY UNITED STATES

"FIFTY UNITED STATES MAP"

Rand McNally's newest Map of the United States. The new "Fifty United States Map" is the ONLY map of the United States that shows ALL of the states in their correct geographical location on the same scale. The time differences, transportation connections, and the dates of admission of each state are among the many features of the beautiful full-color map.

Spring roller on steel backboard \$19.75

THE SATELLITE GLOBE—12" World

Globe. This precision-made globe in the new scientific satellite mounting enables you to track the path of any earth satellite with the outer orbit ring. The ring is also calibrated in statute miles to measure great circle air distances between any two points on the globe, and is marked in hours for comparing time zones. The inner ring allows easy computation of latitude for any place on the new globe map which is highly detailed and attractively colored. Complete freedom of movement makes it possible to bring any place on earth to the top of the globe. An ideal globe for the space age.

The SATELLITE 12" World Globe \$14.95



RAND McNALLY & COMPANY P.O. Box 7600, Chicago 80, Illinois

The FPA Great Decisions Program

Thomas Strong Menkel

The Foreign Policy Association is a nongovernmental, nonpartisan, nonprofit organization; founded in 1918, its express purpose is to help Americans gain a better understanding of significant issues in U. S. foreign policy, and to stimulate constructive and effective citizen participation in world affairs.

The main focus of the Association's over-all educational program is on the development of community participation in world affairs discussion and education on a constantly expanding national scale, and a significant part of this program involves the participation of students on the secondary school level. Currently, the major vehicle for accomplishing this objective is the "Great Decisions" program—an annual citizen review of critical foreign policy issues which has been attracting increasing community and school attention throughout the country during the past five years.

The status of "Great Decisions" as it moves into its sixth year is discussed in this article by Thomas Strong Menkel, the Foreign Policy Association's Director of Public Relations. Further information concerning available materials and details of the program may be obtained on request from the Foreign Policy Association, Inc., 345 East 46 Street, New York 17, New York.

THE PRINCIPAL stumbling block that has historically plagued, and discouraged, most world affairs mass educational efforts has been the apparent positive allergy of the faceless American public to such "long-haired" matters as world affairs and U. S. foreign policy, especially when there were always more interesting and important things to occupy one's thoughts, such as what teams were going to play in the World Series.

The experiences tended to verify and strengthen the already widely supported fallacy that the general public simply wasn't interested in the way the world turned, and that world affairs study and discussion programs must perforce be limited strictly to those relatively few groups made up of persons with a prior or professional interest in the subject.

Meanwhile, in its gradually evolving efforts to develop a workable program of community education in world affairs, the Foreign Policy Association refused to support the "public-isn't-interested" theory; and, finally, with the development of the "Great Decisions" program, it emerged with a touchstone that exposed the latent interest of the community and effectively challenged the fallacy.

Part of the reason for the success of "Great Decisions" lies within the concept and techniques of the program itself, and part within the very nature of the times, which more and more these days is bringing the importance of foreign policy

issues into clearer focus as realities which affect the everyday lives of every American citizen, young and old alike.

It is a fact that the "Great Decisions" program of 1959 marked the fifth year of one of the most extraordinarily successful approaches to mass world affairs education ever undertaken in the United States by a national educational organization in the foreign policy field. First launched tentatively in one community in the state of Oregon in 1955, with a total of 4,215 adults and students and one newspaper and two broadcasting stations participating, the program in 1959 had expanded to 43 states—with nearly 200,000 adults and students participating in discussion groups or classroom discussion in 509 communities, and with 115 radio and television stations and 199 newspapers supplying weekly informational and educational material to a readership of several millions for the duration of the eight-week program.

Significantly, from the standpoint of student participation, the number of students (the majority of them from a growing number of secondary schools) just about equalled the number of adult participants.

Described two years ago by the *Christian Science Monitor* as an educational activity "well on its way to becoming a national phenomenon," the program each year since its inception in 1955 has expanded its total participants by over 100 percent through 1958, and in 1959 advanced that

rate of expansion to more than 300 percent of total 1958 participants.

As the 1960 program is being readied to get under way throughout the country on Sunday, February 7, the outlook for continued expansion of both student and adult participations is most promising; with expansion of the program in 1959 to a total of 43 states, however, this expansion is looked for in the direction of developing the program in greater depth in those communities which have displayed the interest and possess the resources (newspapers, radio and television stations, libraries, aggressive local leadership, top quality schools and faculties) and the visible potential of previously undeveloped adult participants.

Thus, the program through 1959 having established a number of promising beachheads over a widely spaced area of 43 states, seeks to concentrate in 1960 on greater penetration from some 30 to 40 of the most promising of these beachheads which have been selected by the Association's regional staff after careful analysis of past program results.

The issues selected for the 1960 "Great Decisions" program are tentatively titled: (1) Communist World—What Goals and Prospects? (2) Can European Security Be Guaranteed? (3) How to Deal with Communist Expansionism in Asia? (4) What U. S. Stakes in India? (5) Is Communism the Real Issue in the Middle East? (6) How Should the U. S. Deal with Africa's New Leaders? (7) What U. S. Stakes in Cuba's Revolution? (8) What Prospects for U. S. Goals in the World?

In specific terms the appeal of the "Great Decisions" program to students and adults alike lies in the fact that the *issues* selected for discussion are related to *current* foreign policy issues destined to be in the news and, therefore, of more than casual interest during the eight-week period of the program; in addition, the fact sheets providing full background information and analysis of each of the eight *issues* to be studied and discussed) are so prepared as to constitute the basic teaching materials and study and discussion outline for the entire program, thus obviating additional effort on the part of social studies teachers (and adult participants) aside from such collateral reading as might be assigned or suggested; also, each fact sheet is accompanied by an "opinion ballot" which the student or adult participant is encouraged to fill out after study and discussion of each *issue*, thus completing the educational process by making his *own* decisions on

questions relating to each issue, on the basis of what he has learned and what he believes to be the best course of action under the circumstances.

Of vital interest to social science teachers is the now well-established fact that the materials supplied for the program are so structured that discussion on the basic facts is inevitable, and that use of the program as a regular part of the current events study requires little or no extra administrative effort on the part of the teacher.

Materials supplied include a Teaching Guide free with each classroom order for Fact Sheet Kits; the Kits themselves contain: (1) introductory booklet, (2) eight fact sheets, (3) eight opinion ballots—one for each of the eight issues which comprise the program, (4) suggested bibliography for collateral reading by students, and (5) tips for discussion; in connection with the Fact Sheet Kits, they are available at a special school discount rate of 50 cents per Kit, normally priced at \$1.00; for those teachers wishing to examine a sample Fact Sheet Kit, they will be supplied on written request to the Foreign Policy Association.

In more general terms, it may be fairly stated that the basic key to the success of the "Great Decisions" program is that it is sponsored, promoted and directly locally in each participating community. The initial sponsor may be an established World Affairs Council, it may be a school or a college, it may be a women's club or merely an interested and aggressive individual, and sometimes it may be a combination of all these and more. What this indicates is that communities differ as widely in their personalities as do individuals, and because of this fact the manner and extent of their participation also varies; but, above all, the experience of "Great Decisions" shows beyond any doubt that a great many people are very much interested in world affairs, provided they are given the opportunity to relate vital issues to current happenings, and provided they are left to their own devices to study and discuss these issues within their own communities.

As a postscript to the future, it should be noted that the program of the Foreign Policy Association has been a dynamic one from the outset, and that just as the "Great Decisions" program represents an evolved technique for the development of community education in world affairs currently, so may "Great Decisions" itself uncover new techniques for still greater advances in the vital task of bringing greater world affairs understanding to greater numbers of the American people.

Sixth-Graders Analyze Foreign Policy

Jacob I. Aronson

THE twentieth century has witnessed the rise of America to a position of great power in world affairs. Paralleling this development on the domestic scene has been the tremendous growth of American schools during this same period. Like all great historical trends, both have been accompanied by growing pains. One outstanding feature of the middle decades of this century is the obvious fact that the debate on American foreign policy has finally caught up with the debate on American education. It is our opinion and working faith that this converging of trends holds real promise in its suggestion of paths to follow in the search for answers to our problems in both areas of our national life.

Dr. James B. Conant, a former President of Harvard University and recently Ambassador to West Germany, once said "a discussion of foreign affairs must precede an examination of our educational system."¹ Dr. Conant's words, spoken a decade ago, were intended to call attention to the fact that the only genuine reappraisal of the goals, subject matter, organization, and methods of our schools can be carried on within a context of world affairs.

Global events during the intervening years and in recent months, especially, provide mounting evidence of Dr. Conant's prophetic insight. Urgency of the situation seems to suggest, however, that we cannot afford the luxury of a study of foreign affairs *first*, to be *followed* by this size-up of education. The appearance of Sputnik I in space, and recent events in the Middle and Far East dramatically indicate that the soul-searching in foreign affairs and education must be correlative aspects of the same ongoing reappraisal. For teachers this means a search for better methods.² The evaluation of America's position in foreign affairs could hardly have a broader democratic base than our thousands of classrooms.

Making American foreign policy was the focus of work in our sixth-grade classroom in a year-long project entitled "Top Secret Diplomacy."

The author of this report formerly taught social studies in Scarsdale (N.Y.) public schools.

The daily, Sunday, and School Weekly editions of *The New York Times* were the sources of "intelligence." The project was developed along the following lines:

1. The children were alerted to real world problems by systematic tabulation of news events on "Log Sheets."
2. While their interests were being developed, the children learned some definite procedures for handling the growing problems by means of "Analysis Sheets" and the techniques of small group discussion.
3. The children were stimulated to assume the roles, not of passive spectators of far-off events, but of policy-makers who are active participants in the making of history.
4. Specific class proposals, with the exact vote and a place to record what actually happened, were tabulated on special "Score Sheets."
5. We attempted to work out as nearly as we could, an all-round, integrated foreign policy.

A major source of information was a daily newspaper. Its use called for developing an interest in reading the paper, specific reading skills to satisfy that interest and deepened it, and subscriptions. The first weeks of school saw an emphasis on the specific skill of reading headlines. This necessitated bringing out the general significance of events, organizations, groups, and personalities mentioned in them. Initially, it was headlines that provided a natural means for integrating the news of the "sharing period," social studies understandings, and such language arts as word comprehension, word building, spelling, and handwriting.

In time the children came to see that a firm discipline was called for "really" to follow the course of events. They readily accepted the idea of "Log Sheets" on which they could record headlines or their essence, with the date and source of information. We focused on international events because these seemed to sweep everything before us. Soon we were pushing from the daily headlines into the key first paragraph of major

¹ James B. Conant. *Education in a Divided World*. Cambridge, Mass.: Harvard University Press, 1948. p. 26.

² For their description of a tenth-grade project on international affairs see: Florence B. Stratemeyer, Hamden L. Forkner, Margaret McKinn, and A. Harry Passow, *Developing a Curriculum for Modern Living*. Rev. ed. New York: Bureau of Publications, Teachers College, Columbia University, 1957. p. 593-604 and passim.

stories. Class and small group discussions were supplemented by the summary article in the School Weekly edition of the *Times*. We deliberately looked for key aspects that always seemed to recur in our study of any foreign affairs situation. When located, they were labeled as "Diplomatic," "Economic," "Military," or "Psychological" (public opinion and propaganda), as the case might be.

After experiencing unconsciously, then with a cultivated awareness, this "what" and "how" of thinking about foreign affairs situations, the class began to see the dim outlines of *what kinds of facts to look for* in any situation of this type. At this point in their inquiry, they received "Analysis Sheets" with these "Aspects of the Situation" identified: (1) Diplomatic; (2) Military; (3) Economic; (4) Psychological. One space was entitled "Other Aspects" to provide for more dimensions that might be discovered in a particular situation. We were to analyze a situation in terms of these categories. The analysis was not to be carried on "in general" (from no particular point of view) nor "with pure objectivity" (from the standpoint of some platonic spectator). Being "diplomats," the children, like all other human beings, had a bias or specific point of view. They were American diplomats and their avowed purpose was to defend their country's national interests and to work for world peace. Therefore, their appraisal of the specific facts in any category would be "positive" or "negative" from this point of view. Later, any proposals they made for solving a problem would be viewed on its "pro" and "con" side, likewise from this point of view.

The operational scheme on the "Analysis Sheet" was immediately put to work to help structure and focus the dynamics of group process. As problems were located, they were discussed by the entire class.

Playing "diplomats" became fun—so much so that it amounted to serious work. The teacher's role was that of guide, research consultant, leader of all-class discussions, and visitor to small groups at work. In the course of time, the children learned about rocket technology in terms of national defense. They worked with decimals and bar and circle graphs while studying the federal budget for a proposal on raising the ceiling on the national debt. Polar and other maps also proved good means for arithmetic experiences. There were written analyses on such topics as the cold war, United Nations, inflation, colonialism, the recession, school integration, and the struggle for friends in Asia and Africa.

The bulletin board, one entire wall of cork, was divided into two big sections labeled "Domestic Affairs" and "Foreign Affairs" and separated by a central "Control Section" with some key maps on strategy and major diplomatic problems facing our country. The domestic section had articles on "Political and Social Problems" (at home) and graphic materials on "Trends in the Economy" focusing on the recession and the federal budget. The foreign section dealt with the U.S.S.R., Europe, Middle East, Africa, Far East, and Latin America. One or two persons assumed responsibility for each area.

With such a logical organization, the class could better handle data and problems. As proposals voted by the class accumulated, the need arose for a better control over them. "Score Sheets" were the solution. On them we recorded each proposal and the exact vote.

A major problem which the children saw facing our country was the conflict between our alliance with European countries owning colonies in Asia and Africa and our need for the good will of all and peoples in these areas in the cold war with Russia.⁴ During a discussion of the French-Algerian crisis, one girl took up the idea of the European Economic Community and expanded it into the notion of an Afro-European Economic Community. This became the class's major constructive proposal for a dynamic American foreign policy. These sixth-graders had read about colonialism in books, newspapers, and their bi-weekly magazine, and wanted to end it in the interests of America and world peace. But they wanted to reassure their European allies about the stability of their standard of living. They wanted to strengthen Europe and Africa by preventing the conditions that seem to give Communism and Soviet foreign-policy makers their "breaks." They also felt that this would win us many friends among the uncommitted peoples of the world.

Like any idea, the proposal to work for an Afro-European Economic Community expanded in meaning as the children worked out its implications. With this in mind they studied the economies of Western Europe and Africa. How could they complement each other? What specific projects could be worked out for raising living standards in Africa? By spring, the drive to work out at least the outlines of an integrated foreign policy was in high gear. In April, the class took a three-day trip to Washington, D.C. With national defense in mind they visited the Smithsonian Institute, the Pentagon, the Federal Bureau of Investigation, and various memorials.

They talked with their Congressman, the Honorable Edwin B. Dooley, and with a Senator from New York State, the Honorable Jacob K. Javits. A high point of the trip was the visit to the Department of State. They were briefed by a Foreign Service Officer and discussed their ideas on American foreign policy with him.

Upon their return home, they intensified their research and regional planning involving sea water distillation and irrigation projects, stream diversions, railroad construction, community planning, and capital import schemes for Africa. In mid-May, the class invited to school a member of the British Information Service. In late May, they went to the United Nations and received briefings from members of the delegation of the United Kingdom and Ghana. The Prime Minister of Ghana had called the first conference of the eight independent African states on April 15, 1958, at Accra, Ghana. The children came prepared with many pointed questions. The big one for them, of course, was: "Does our proposal of an Afro-European Economic Community conflict with the principles of the Accra Conference?" The children were informed by the Ghanaian speaker that the two programs did seem to be incompatible. Newly-won African political freedom might be compromised, he felt, by such an inter-continental economic design. Africans did want the obvious benefits to be derived from close economic ties with the West. He added that Africans might actually welcome the idea of an Afro-European Economic Community if "you children were the diplomats that we would have to work with."

There are international and domestic problems which because of their nature, or for some other reason such as the need for a change of pace, are not amenable to a classroom decision on foreign policy. Waiting out the results of the parliamentary crisis in France was a case in point. However, one can make predictions as to how such an affair will turn out.³ Playing "Prediction" or "Forecast" is both fun and a discipline demanding careful reading and penetrating thought.

Underlying this project were, among others, two basic assumptions:

1. There are recurring patterns in the content and process of human experience. These patterns make up what we call "culture" and lend themselves to being taught by schematic devices such as the "Analysis Sheets." It is partly

because of these patterns that the possibility exists within various limits of predicting human behavior.

2. Society and education take place within a process of communication. Efforts to maintain and expand communication were aided by an Open House talk and private conferences with parents, a bi-monthly class newspaper, a parent opinionnaire on the Washington trip, a parent-teacher planning committee, the bulletin board, small group and class discussions, and a free press.

In conclusion we submit the following tentative findings:

1. Working with the problems of making American foreign policy constitutes one distinct approach to a vital social studies curriculum.

2. The newspaper can be used as a major means of achieving interest, focus, and integration in the elementary curriculum.

3. Log Sheets, Analysis Sheets, and Score Sheets can help give added discipline to the use of current events in the classroom.

4. Teaching that includes emphasis on what kinds of facts to look for *via* the categories of the Analysis Sheets seems to involve a learning act distinct from the problem-solving process called for in the existing educational literature on fusion, correlation, and integration.

5. The Analysis Sheets' categories add a new dimension to the issue on "teaching what and how to think." We feel that any method, on general principles, will always involve both, because the "what" and "how" of experience can only be distinguished in thought, but never actually separated. But there are three factors militating against possible indoctrination in this particular method:

a. Thinking is being deliberately structured at the level of categories such as "Diplomatic," "Military," etc., which are *intermediate* between problems and solutions.

b. The solutions themselves should be genuine group decisions—which do not exclude the teacher's most reasoned perspectives—openly arrived at by dogged deliberation.

c. The children should be encouraged to discuss school affairs at home as a matter of good communication between school and home.

6. Year-long projects within which particular units are incorporated provide the time, continuity, and *natural* repetition necessary for the adequate development of concepts and methods of thinking.

7. Making foreign policy can also provide the moral discipline of establishing goals, making decisions, and assuming responsibility for them.

8. Such a project seems to provide *common* experiences for average and gifted children and meets both individual needs today and the demands by society that we educate leaders for tomorrow.

³ For this suggestion, we are indebted to the late Dr. Donald G. Tewksbury, Professor of International Education, Teachers College, Columbia University.

World History Maps . . .



No. KW5 Reference Map of the Roman World

. . . for All the Class to See

Reference Map of the Roman World—from the new Knowlton-Wallbank World History series. Here is a full color, large-scale map of unusual clarity and classroom visibility. The entire class can see at a glance the overall scope of the famous Roman Empire. Equally as important, details such as province and city names, the splendid system of roads, and sea routes can be seen easily by pupils at the back as well as the front of the class.

Typical of the Series—Like many other maps in the Knowlton-Wallbank series, map No. KW5 highlights a restricted geographical area of great historical significance. Since the very nature and purpose of a wall map demands a simple, clear presentation, the authors determined that only through large-scale portrayals could these vital areas be given proper emphasis.

Selection and Emphasis—Not all historical events lend themselves to presentation on limited area maps. Those movements and events of world-wide scope have been portrayed on maps with a world base. In many instances, however, tremendously significant events in world history have taken place within relatively small geographical areas. By highlighting these areas, the Knowlton-Wallbank series helps teachers to focus class attention on the most vital phases of history.

Examine before Buying—The widespread and increasing popularity of the Knowlton-Wallbank series attests to the soundness of the authors' approach. Before you buy world history maps, be sure to examine this outstanding series. Write us today, and we will arrange an appointment at your convenience.

A. J. NYSTROM & CO. 3333 ELSTON AVENUE CHICAGO 18, ILLINOIS

NCSS 39th Annual Meeting

Kansas City, Missouri

THIS YEAR social studies teachers will have the opportunity to learn for themselves of the warm hospitality of the middle west. For it is Kansas City, Missouri, where social studies teachers will meet, November 25-28, for the 39th Annual Meeting of the National Council for the Social Studies.

Kansas City is a bustling area of varied characteristics, where sophistication blends with frontier vigor. The Kansas City steak—trade name for the best in good eating—is found in all of the city's fine restaurants. The William Rockhill Nelson Gallery of Art and Mary Atkins Museum of Fine Arts make a combination recognized nationally as the peer of older institutions. Kansas City, with its fine stores and recreational facilities, will provide an atmosphere long remembered by those attending the meeting.

The Hotel Muehlebach will serve as headquarters and will house many of the meetings and all exhibits of social studies teaching materials. The hotel is offering a flat room rate of \$9.00 single, \$13.00 for two in a room, and \$16.00 for three in a room. Accommodations at the Muehlebach will be limited, so if you wish to make hotel reservations at this time, you should write directly to the hotel and inform the reservation clerk that you plan to attend the NCSS meeting and ask for the special room rate. All members will receive room reservation cards by November 1, along with the complete annual meeting program. Rooms will also be available at the Aladdin Hotel adjacent to the Muehlebach. Rates at the Aladdin run from \$4.50 to \$9.50 single, \$6.50 to \$12.50, twin-bedded rooms.

For those able to arrive during the first part of the week, there will be the opportunity to visit schools and points of historical and cultural interest in Kansas City.

On Wednesday, November 25, the NCSS House of Delegates will meet. The meeting is for the official delegates from affiliated councils.

On Thursday morning and afternoon most of the NCSS Committees will be holding meetings. Some of these will be executive sessions, but most will be open sessions for all NCSS members to attend. On Thursday afternoon there will be a tour of the Truman Library at Independence,

Missouri. This will be followed by a reception given by our local hosts. The first General Session will be held at 8:00 p.m.

On Friday morning three different assemblies will deal with elementary education, secondary education, and teacher education. The theme for the three assemblies will be "A Look Ahead: Changes Which Need to be Made in the Social Studies Curriculum." Also scheduled for Friday morning is the annual business meeting of the NCSS. The annual banquet meeting will be held on Friday evening.

Outstanding scholars in the fields of political science, sociology, economics, geography, and history will participate in the five luncheon meetings scheduled for Friday noon.

On Friday afternoon four section meetings, one dealing with the elementary school, one with the junior high school, one with the senior high school, and one with teacher education, will provide an opportunity to continue the discussions started in the morning assemblies.

There will be approximately 40 section meetings scheduled for Friday afternoon, Saturday morning and Saturday afternoon. Among the scheduled topics are: Geography in the Elementary School; Methods and Materials on Asia; Slow Learners; Academically Able; Utilization of Teacher Time; Methods and Materials on Africa; Anthropology; The Library and the Social Studies Program; Methods and Materials on the USSR; Current Affairs Instruction and Materials; Social Studies in Grade Nine; and College General Education Course in the Social Studies.

Two section meetings will be teaching demonstrations. One, a Demonstration of Primary Social Studies Teaching, will be under the direction of the Kansas City, Missouri, Public Schools; the other, a Demonstration of Intermediate Social Studies Teaching under the direction of the Kansas City, Kansas, Public Schools.

A luncheon session, the last general session of the annual meeting, will be held on Saturday.

Further details about the program and arrangements will appear in the November issue of *Social Education*. For further information write to Merrill F. Hartshorn, Executive Secretary, 1201 Sixteenth Street, N.W., Washington 6, D.C.

Notes and News

Merrill F. Hartshorn

Nominations for NCSS Officers for 1960

Once more it is time for the membership of the National Council for the Social Studies to be thinking about the election of officers and directors. The 1959 elections will be held in November in Kansas City.

The following criteria should be kept in mind for the selection of nominees:

1. Any nominee for the office of Vice-President should have served as a member of the Board of Directors at least one year prior to his nomination.
2. No person shall be nominated for the office of Vice-President who resides in the state where the annual meeting is being held, nor in any contiguous state.
3. The nominees for the office of Vice-President should have demonstrated leadership in the activities of the National Council for the Social Studies.

It has also been stated that no criteria, other than membership, should be established for positions on the Board of Directors, since this should be a testing ground for leadership.

It is requested that members of the National Council indicate to any one of the members of the Nominations Committee the names of members of the National Council who are, in their opinion, qualified to render distinguished service either as a member of the Board of Directors or as Vice-President. Be sure to include the following information about suggested nominees: (1) name and address; (2) educational position; (3) contributions to the work of NCSS and its affiliates; and (4) contributions to the field of social studies in general.

Such suggestions should be made as soon as possible, certainly before the first of November. The officers to be elected at the annual meeting in Kansas City are President-Elect, Vice-President, and three members of the Board of Directors for a three-year term.

Send your nominations to any one of the following members of the Nominations Committee: Julia Emery, Wichita High School, East, Wichita 7, Kansas, *Chairman*; Miller Collings, Cincinnati Public Schools, 608 East McMillan

Street, Cincinnati, Ohio; Helen Fairweather, 1352 West Wood Street, Decatur, Illinois; Dorothy McClure Fraser, Turkey Plain Road, West Redding, Connecticut; William D. Metz, University of Rhode Island, Kingston, Rhode Island; Fremont P. Wirth, George Peabody College for Teachers, Nashville 5, Tennessee.

Committees

The last issue of *Social Education* carried the membership lists of many of the committees of the NCSS. Those committee lists not appearing in the May issue appear below:

AD HOC COMMITTEES

COOPERATION WITH BUSINESS AND INDUSTRY

This is a joint committee of representatives from the National Council and from business and industry. It is authorized to explore avenues of cooperation and to recommend a mutually advantageous program.

Helen McCracken Carpenter, Trenton (N.J.) State College, *Chairman*

Harlan B. Miller, Institute of Life Insurance, 488 Madison Ave., New York 22.

Representatives from NCSS

Jack Allen, George Peabody College for Teachers

Maud N. Austin, Roselle Park (N.J.) Public Schools

Florence O. Benjamin, Abington (Pa.) Public Schools

Warren W. Fabyan, Teachers College of Connecticut, New Britain

Manson Van B. Jennings, Teachers College, Columbia University

Walter E. Kops, Montclair (N.J.) State College

S. P. McCutchen, New York University

Representatives from Business and Industry

Robert C. Lusk, Automobile Manufacturers Association

Allison J. McNay, Standard Oil Company of California

George A. Rietz, General Electric Company

Julian Street, Jr., U. S. Steel Corporation

Tom Murray White, New York Council on Business and Education

STANDING COMMITTEES

COMMITTEE ON COOPERATION WITH LEARNED SOCIETIES

The Committee on Cooperation with Learned Societies is charged with the improvement of working relations between the NCSS and other societies. It participates in the arrangement of joint sessions with other groups to be held at the respective annual meetings, informs the officers of other societies of the work of the NCSS, develops joint projects with these groups, encourages preparation of articles on the work and publications of various learned societies for use in *Social Education*, and fosters any other available forms of collaboration between the NCSS and such groups.

Richard E. Gross, Stanford University, *Chairman*

Wilbur B. Brookover, Michigan State University (American Sociological Society)
 Wilbur R. Jacobs, University of California at Santa Barbara (Mississippi Valley Historical Association)
 Preston E. James, Syracuse University (Association of American Geographers)
 Ben W. Lewis, Oberlin College (American Economics Association)
 John A. Schutz, Whittier College (American Historical Association)
 George Spindler, Stanford University (American Anthropological Society)
 William G. Tyrrell, The University of the State of New York, Albany (American Association for State and Local History)
 James R. Woodworth, Miami University (American Political Science Association)

COMMITTEE ON PROFESSIONAL RELATIONS

The Committee on Professional Relations is composed of representatives appointed by local, state, and regional councils to work in a liaison capacity with the National Council for the purposes of promoting membership in councils at all levels and spreading the influence of these organizations by all means available. This list is compiled from data available as of August 10. Councils not having representatives listed are urged, if they have not already done so, to submit the name of a nominee for appointment to this important committee.

If anyone wishes to contact the individuals listed below, a letter addressed to that person as a member of the Committee on Professional Relations, in care of the National Council will be forwarded.

| | |
|----------------------------------------------------------|--------------------------------------------------------------------------|
| Middle States Council for the Social Studies | Santa Clara Council for the Social Studies |
| Edna R. Carter, Baltimore, Md. | George Bruntz, San Jose, Calif. |
| Alabama Council for the Social Studies | Southern California Social Science Association |
| Frances Roberts, Huntsville | Donald F. Popham, Long Beach |
| Arkansas Council for the Social Studies | Colorado Council for the Social Studies |
| Simms McClintock, Crossett | David Tavel, Greeley |
| Social Science Section, Arkansas Teachers Association | Social Science Section, Western Division, Colorado Education Association |
| Milton L. Lawson, Little Rock | Tom Shiolas, Grand Junction |
| Central California Social Studies Association | Connecticut Council for the Social Studies |
| Robert D. Gross, Carmichael | Urbane O. Hennen, Storrs |
| Los Angeles State College Student Social Studies Council | Washington Roundtable for Social Studies Teachers |
| David Bidna, Los Angeles | Joseph E. Penn, Washington, D.C. |
| Social Studies Council of Northern California | Florida Council for the Social Studies |
| Esther Alpers, San Francisco | Agnes Crabtree, Miami |
| San Francisco Council for Social Studies Teachers | Florida State Council for the Social Studies |
| Frank Driscoll, San Francisco | Dorothy M. Gaddy, West Palm Beach |

Dade County Social Studies Group
 Valencia J. Williams, Miami

Dade County Social Studies Council
 Ernest Ward, Miami

Duval County Council for the Social Studies
 Mary B. Graff, Jacksonville, Fla.

Escambia County Council for the Social Studies
 George T. Mitchell, Jr., Pensacola, Fla.

Leon County Council for the Social Studies
 Mary Witt, Tallahassee, Fla.

Orange County Social Studies Council
 Wayne Johnson, Winter Park, Fla.

Palm Beach County Council for the Social Studies
 Hammond Livingston, Lake Worth, Fla.

Pinellas County Council for the Social Studies
 Minnie Britton, St. Petersburg, Fla.

Polk County Council for the Social Studies
 Lee Ila Copeland, Winter Haven, Fla.

Sarasota Social Studies Council
 Mary Deal, Sarasota, Fla.

Georgia Council for the Social Studies
 George Slappey, Atlanta

Atlanta Area Council for the Social Studies
 Alfred Hilderbrand, Atlanta, Ga.

Illinois Council for the Social Studies
 Ella Leppert, Champaign

Central Council for the Social Studies
 Alice Eikenberry, Normal, Ill.

Chicago Council for the Social Studies
 K. P. Dimitroff, Evanston, Ill.

Decatur Council for the Social Studies
 Robert Oakes, Decatur, Ill.

DuPage Council for the Social Studies
 James W. Smith, Wheaton, Ill.

North Suburban Council for the Social Studies
 Myrtle Behrens, Highland Park, Ill.

Peoria-Pekin Council for the Social Studies
 William F. Byar, Peoria, Ill.

Southern Illinois Council for the Social Studies
 R. J. Fligor, Carbondale

South Suburban Council for the Social Studies
 Donald Dillie, Park Forest, Ill.

West Suburban Council for the Social Studies
 Sy Schesta, Berwyn, Ill.

Indiana Council for the Social Studies
 Robert Ahrens, Terre Haute

Social Studies Section, Indiana State Teachers Association
 Helen Frazee, Indianapolis

Bloomington Citizenship Council
 Kenneth B. Thurston, Bloomington, Ind.

Gary Council for the Social Studies
 Richard Hills, Gary, Ind.

Marion County Council for the Social Studies
 Hartwell Kayler, Indianapolis

Iowa Council for the Social Studies
 Marguerite S. Hartley, Boone

Des Moines Social Studies Club
 Eino E. Tuomi, West Des Moines, Iowa

Kansas Council for the Social Studies
 Robena Pringle, Topeka

Kansas City, Kansas, Council for the Social Studies
 Marion Wools, Kansas City

Wichita Social Studies Council
 Marvin H. Garfield, Wichita, Kan.

- Kentucky Council for the Social Studies
John Porter, Nebo
- Louisville Council for the Social Studies
(Mrs.) Ray Greenwell, Louisville, Ky.
- Louisiana Division, NCSS
Thomas Landry, Baton Rouge
- Southern University Chapter, NCSS
Rodney G. Higgins, Baton Rouge, La.
- Social Studies Section, Maine Teachers Association
Perham L. Amsden, Bangor
- History Teachers Association of Maryland
Edythe D. Myers, Baltimore
- Montgomery County Council for the Social Studies
Kieran J. Carroll, Wheaton, Md.
- Michigan Council for the Social Studies
Stanley E. Dimond, Ann Arbor
- Metropolitan Detroit Social Studies Club
Eugene Dewandeler, Detroit
- Minnesota Council for the Social Studies
Edith West, Minneapolis
- Robbinsdale Council for the Social Studies
Grace Mulcahy, Minneapolis
- Rochester Council for the Social Studies
Lyle O. Allen, Rochester, Minn.
- St. Paul Council for the Social Studies
Leila Asher, St. Paul, Minn.
- Southwest Minnesota Council for the Social Studies
Theodore Nydahl, Mankato
- Mississippi Council for the Social Studies
Edwin R. Coker, Jackson
- Central Missouri District Council for the Social Studies
L. Avery Fleming, Warrensburg
- Greater Kansas City Council for the Social Studies
James R. Shepherd, Kansas City, Mo.
- Greater St. Louis Council for the Social Studies
Mary York, St. Louis, Mo.
- State of Montana
Kenneth V. Lottick, Missoula
- Nebraska History and Social Studies Teachers Association
Irma Warta, Lincoln
- State of Nevada
Earl Rosenberg, Reno
- Southern New Hampshire Social Studies Teachers Association
John P. Shaw, Concord
- New Jersey Council for the Social Studies
Joseph Fiorentino, Trenton
- New York State Council for the Social Studies
Helen Cook, Perry
- Adirondack-Champlain Council for the Social Studies
Judson Walker, South Glens Falls, New York
- Association of Social Studies Teachers in the City of New York
Arthur I. Bernstein, Brooklyn
- Capital District Council for the Social Studies
Florence Gabauer, Troy, N.Y.
- Cortland County Council for the Social Studies
William Olcott, Cortland, N.Y.
- Lake Erie Council for the Social Studies
Jennie Smith, Kenmore, N.Y.
- Long Island Council for the Social Studies
Lillian R. Wanser, Levittown, N.Y.
- Niagara County Council for the Social Studies
Eugene Malkis, Niagara Falls, N.Y.
- Robert Morris Social Studies Council
Robert Shelly, Oakfield, N.Y.
- Rockland County Council for the Social Studies
Dora Roberts, Spring Valley, N.Y.
- Westchester County Council for the Social Studies
Irwin Eckhauser, Mt. Vernon, N.Y.
- East Central Council for the Social Studies
Mary Albert Ward, Durham, N.C.
- Southeast District Council for the Social Studies
Hugh Wease, Fayetteville, N.C.
- Western District Council for the Social Studies
Ann Sherwood, Asheville, N.C.
- North Dakota Council for the Social Studies
Helen J. Stensland, Jamestown
- Ohio Council for the Social Studies
Everett Augspurger, Cleveland
- Social Studies Association of Central Ohio
Lewis D. Feesler, Columbus
- Greater Cleveland Council for the Social Studies
Marie J. Okarma, Cleveland
- Diocesan Social Studies Association
Sister M. Amata, HHM, Rocky River, Ohio
- Oklahoma Council of Teachers of the Social Studies
Pauline P. Jackson, Tulsa
- Oklahoma City Council for the Social Studies
Faye Bills, Oklahoma City
- Tulsa Council for the Social Studies
Ernest F. Darling, Tulsa, Okla.
- Pennsylvania Council for the Social Studies
Florence Benjamin, Jenkintown
- Allegheny County Council for the Social Studies
Robert G. Ross, Carnegie, Pa.
- Armstrong County Council for the Social Studies
Besse Ekis, Ford City, Pa.
- McKeesport Social Studies Council
Lucille Newhouse, McKeesport, Pa.
- Mid-Western Pennsylvania Council for the Social Studies
Charles E. Halt, Slippery Rock
- Philadelphia Social Studies Council
George I. Oeste, Philadelphia, Pa.
- Southeastern Pennsylvania Council for the Social Studies
Florence Benjamin, Jenkintown
- Southern Pennsylvania Council for the Social Studies
Richard H. Shopf, Lancaster
- Western Pennsylvania Council for the Social Studies
Anna Quattrocchi, Pittsburgh
- Rhode Island Social Studies Association
Charles O. Ethier, Providence
- South Dakota Council for the Social Studies
Mertys Olsen, Watertown
- Social Studies Section, Tennessee Education Association
Lawrence O. Haaby, Knoxville
- Dallas District Council for the Social Studies
Myrtle Roberts, Dallas, Texas
- Houston Council for the Social Studies
Mildred Cook, Houston, Texas
- Port Arthur Council for the Social Studies
Jewell McEwan, Port Arthur, Texas

Sabine Council for the Social Studies
Anna Marie duPerier, Beaumont, Texas

Virginia Council for the Social Studies
Marian B. Pond, Norfolk

Puget Sound Council for the Social Studies
Joseph Bowen, Seattle, Wash.

West Virginia Council for the Social Studies
Ida Lee Barger, Dunbar

Cabell County Council for the Social Studies
Homer Chapman, Huntington, W. Va.

Wisconsin Council for the Social Studies
Jane Bjorklund, Madison

Wyoming Council for the Social Studies
Ruby Embry, Sheridan

NOTE: The name of E. W. Litchenberger, Phoenix (Arizona) Public Schools, should be added to the list of members of the Committee on International Activities which appeared in the May issue of *Social Education*.

New Councils

The NCSS is happy to announce the formation of new councils: The San Joaquin Valley Council for the Social Studies in California; the North Central Council for the Social Studies in Oklahoma; and the Northeastern Council for the Social Studies, also in Oklahoma. The officers and Board members as well as the staff of NCSS welcome these new councils and wish them every success during the months to come.

A Request for Help

The NCSS Committee on Utilization of Teacher Time is studying present experimental practices in the use of teacher assistants, audio-visual techniques (including television), the team approach, and special grouping to determine their value in improving the teaching of young people in the social studies classroom. The Committee would appreciate receiving description of and comments about experimental practices which are designed to make the most effective use of the competent, professional, social studies teacher. Information concerning these practices should be sent to the chairman of the committee, Mrs. Dorothy W. Hamilton, Herricks Senior High School, New Hyde Park, L.I., New York.

Summer Seminar in Italy

Twenty American teachers of world or modern European history and current events will be awarded grants under the International Educational Exchange Program, conducted by the Department of State, to attend an eight-week summer seminar in Italy, beginning June 30, 1960. The grants will include tuition and round-trip

transportation; living expenses during the eight weeks in Italy, estimated at \$450 to \$550, must be assumed by the grantee. Teachers with a major in history and three or more years of teaching experience should apply *not later than October 15* to:

Teacher Exchange Section
Educational Exchange and Training Branch
Office of Education
Department of Health, Education, and Welfare
Washington 25, D.C.

California Councils

The Santa Clara County Council for the Social Studies met April 15th to hear a group of local civic leaders discuss the advantages and disadvantages of some form of metropolitan local government for the Santa Clara Valley. Moderating the discussion was George Bruntz of San Jose College. Speakers included Howard Campen, County Executive of Santa Clara County, E. F. DeVilbiss, Executive Secretary of the Santa Clara County Taxpayers' Association, Admiral Thomas B. Inglis, Mayor of Monte Sereno, and Frank Knoefler, Assistant City Manager of San Jose.

O.K.

The 48th Annual Convention of the Southern California Social Science Association was held April 11. The morning program, which followed a short business meeting, was devoted to the theme, "The Place of Labor and Management in an Industrial Society." The program was presented by Tom Randhall of the AFL-CIO and Claude W. Fawcett of the Western Division of the National Association of Manufacturers. The luncheon speaker was Giles T. Brown of Orange Coast College whose subject was "Hot Spots of the World." The program concluded with a presentation by Armen Sarafian on the status of the state program of curriculum building.

L.W.

On Saturday, May 9, Stanford University School of Education served as host for the annual Spring meeting of the Social Studies Association of Northern California. The topic of the program was "Latin America in the Social Studies Curriculum." At the morning sessions, six Stanford University social scientists discussed current problems in Latin America in the light of each of their disciplines. Afternoon section meetings were devoted to developing units on South America for the elementary and junior high school grades, and to teaching about Latin America in the senior high school.

R.E.G.

Ohio Councils

The Greater Cleveland Council for the Social Studies, the Diocesan Social Studies Association and the Cleveland Council on World Affairs cooperated in a four-session seminar program which included background presentations by experts, bibliography for teachers, and suggestions from teacher-consultants, as well as time for discussion. Guest speakers included William Hill, Foreign Relations Project of the North Central Association; Sam Salem, instructor of history at Case Institute; Jarvis M. Freyman, regional director of the Foreign Policy Association; Father William Anderson, SM, teacher at St. Joseph High School; and Ellsworth Carlson, Associate Professor of History at Oberlin College.

The Cleveland Diocesan Social Studies Association held a Social Studies Institute, April 11, based on the theme "The Social Studies and Education." At the opening session of the program Father William Anderson, SM, spoke on the topic "Education and World Problems, Particularly in West Africa." Sister Patrice, SND, Notre Dame College, then discussed the matter of "How To Educate in the Social Studies." The afternoon meeting was given over to consideration of "The Role of History in Education" by Father Thomas P. Conry, SJ, Associate Professor of History at John Carroll University.

Sister M. Amata, HHM

Connecticut

The Connecticut Council for the Social Studies and the Connecticut Council for the Advancement of Economic Education cooperated in the presentation of a pilot project in which materials in the field of economic education were evaluated as to how they could be used and how they might be improved. This evaluation was carried on through meetings of social studies teachers and representatives of organizations sponsoring materials on economic education for use in the schools. Small group conferences appraised materials in the areas of industries, utilities, banks, insurance, stores, labor organizations, transportation and agriculture. Participants included Warren Fabyan, George Gardner, Louis Addazio, and Ruth Boyer. J.K. and H.G.

All social studies teachers and social studies organizations are cordially invited to send in materials for these columns. Send in notes on the activities of your school organization and other items of general interest to social studies teachers. Mail your material as early as possible to Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, D.C. Contributors to this issue: Orion Keeslar, Leslie Wood, Richard E. Gross, Sister M. Amata, HHM, and John Knipe and Harold Gore.

FOREIGN RELATIONS PROJECT

(Continued from page 276)

and realism in foreign relations education. Certainly, reality requires that along with knowledge, toleration, and appreciation of the diverse cultures of the world, the study of foreign affairs should help students identify and understand causes of international conflict. Students should also understand that our country has actual and potential enemies as well as friends.

Taking into account the considerations brought forth in this report, it is only realistic to conclude that there are many obstacles in the path of initiating effective programs of international relations study in our high schools. Yet the role of America in world affairs and the nature of our democratic system require that an understanding of critical foreign policy issues permeate all levels of our society. The great challenge to the American people and to the doctrine of

limited government is, "Can enough people in the United States come to comprehend enough, soon enough, about our world relationships to exercise intelligent control of our national policies and actions."²

The Foreign Relations Project, in addition to the development and widespread distribution of materials, provides an ever-growing number of teachers with opportunities to plan, discuss, and evaluate the problems involved in training citizens to participate effectively in world affairs. The continued improvement in instruction in this vital area of American life requires the further expansion of such efforts.

²Walter C. Laves, "International Understanding and Our Schools." *Ninth Yearbook of the American Association of Colleges for Teacher Education*. Oneonta, New York: The Association, 1956.

Pamphlets and Government Publications

Louis M. Vanaria

Readers who utilize these columns regularly will note that this department of the journal is in the hands of a new editor. Some research and occasional correspondence from subscribers offers strong evidence that teachers have profited from "Pamphlets and Government Publications." (See for example, the article by Stanley P. Wronski, "Do Social Studies Teachers Use Government Publications?" *Social Education*, Vol. 15, March, 1951, p. 115-16). In earlier years, "Notes and News" included categories of items that later became separate departments of the journal. Occasional evaluative commentary on free or inexpensive pamphlet material and government publications was a forerunner to the first regular monthly appearance of this department in January, 1942.

Looking Backward

When Dr. Ralph A. Brown, then a social studies teacher in the Haddon Heights (New Jersey) High School, assumed responsibility for the new department, he expressed the hope that he could "present both the sources of material and the possibilities of its use in such a way as to prove helpful to a large number of readers of the magazine." Then as now, the resources available in pamphlet form and from departments of the state and national government comprised a vast reservoir of free or inexpensive supplementary material. *Social Education*, through these columns, has attempted to provide professional guidance in the selection of representative and pertinent material. Listings could never be exhaustive; they suggested the opportunities and possibilities which were open to the resourceful teacher whose limited library budget could be stretched through postal cards addressed to appropriate storehouses of free material, by selected purchases from the Superintendent of Documents, and from new publications of pamphlet material selling for a dollar or less, or distributed free.

When Dr. Brown entered military service in January, 1943, Dr. Leonard B. Irwin, head of the social studies department in the same school in

which his predecessor taught, became the new editor of the "Pamphlets and Government Publications" department. Irwin served with great competence and without compensation until October, 1946, when Brown resumed responsibility for that department. From October, 1952 to the present, Dr. Manson Van B. Jennings of Teachers College, Columbia University, edited the department, continuing a service that requires sifting, analyzing, and annotating for publication those items in a veritable mountain of pamphlet material which social studies teachers may find useful. Deserving a respite from these chores, the not-yet ancient pedagogue from Morningside Heights has turned over the reins to the present editor. The challenge to continue the good work is great, and if the volume of pamphlet material has decreased in recent years, the improved quality and unquestionable usefulness of supplementary resources demand our continuing attention.

U. S. Foreign Policy

How is foreign policy made? What are the basic issues in the cold war? What are the hard realities of Soviet foreign policy? What are the important problems which face our policy-makers in Western Europe, the Far East, Africa, and the Middle East? The highest mountain of pamphlet material crowding the office of the new editor deals with these questions and will help the teacher and students to bridge the gap between the textbook and the daily newspaper. *Understanding Foreign Policy* (Public Affairs Committee, 22 E. 38 St., New York 16: 28 p. 25 cents) makes no effort to supply all the answers or to propose ideal solutions. Seven guiding ideas which affect the foreign policy of any country are examined by Saul K. Padover to build understanding of why and how it operates.

The concept of adding to our understanding of other peoples through associations based on common interests is not new. However, the significance of such contacts to official relations between the United States and other governments

is a development of recent years. A brief description of exchange activities may be found in *Facts About the International Educational Exchange Program* (U. S. Government Printing Office, Washington 25: 11 p. 10 cents). The work of the International Cooperation Administration in coordinating all mutual security operations is described in *ICA: What It Is, What It Does* (U. S. Government Printing Office, Washington 25: 13 p. 15 cents).

The Foreign Relations Series

More than 3,000 high schools have cooperated in the appraisal and utilization of materials and services offered by the North Central Association Foreign Relations Project. Published by Science Research Associates, Inc., the *Foreign Relations Series* now includes the following booklets: *The United States in World Affairs*; *American Policy and the Soviet Challenge*; *Chinese Dilemma*; *Southeast Asia and American Policy*; *America's Role in the Middle East*; and *America's Stake in Western Europe* (Science Research Associate, 57 W. Grand St., Chicago 10: 50 cents each; teachers' guides, 25 cents each). Concluding sections in each booklet include thought questions, vocabulary drill, additional activities, and bibliography.

Japan and the Far East

For a bibliography of materials of interest to the general reader, see the fifth revised edition of *What Shall I Read on Japan: An Introductory Reading Guide* (The Japan Society, 18 E. 50th St., New York 22: free). The Society's new edition of its teachers packet on Japan, designed for secondary school teachers and containing maps, pictures, bibliographies and background reading material costs \$1. And do not forget the recent headline booklet, *Japan: New Problems, New Promises* (Foreign Policy Association, 345 E. 46th St., New York 17: 64 p. 35 cents). Included is a six-page discussion guide with reading references and recommended visual aids.

Resources for Teaching About Asia, a pamphlet containing a series of articles reprinted from the April, 1959 issue of *Social Education*, describes a variety of resources about China, Japan, Korea, and the Philippines. The pamphlet, together with teachers packets on the countries of South Asia and Southeast Asia can be obtained from the Asia Society (same address as the Japan Society). The pamphlet is free and the packets are \$2 each.

Of some value is the colorful leaflet, *Story of SEATO* (Public Relations Officer, SEATO Head-

quarters, Bangkok, Thailand, free) which sketches the historical background, tells how SEATO works, and includes a summary of the countries and peoples of SEATO.

Africa

World traveler Leonard S. Kenworthy continues to produce inexpensive supplementary resource materials in world affairs. *Exploring the New Africa* (World Affairs Materials, Brooklyn College, Brooklyn 10, N.Y.: 52 p. \$1) deals with several personalities and places on which we still have little material such as Ghana, Nigeria, Kenya, and Liberia. "Leaders of the New Africa" reveals Kenworthy's personal contacts with most of the young spokesmen of the new and emerging nations of Africa. His impressions and observations are useful and interesting. Other chapters in this booklet recall nearly five months of travel by foot, dugout canoe, lorry, automobile, Volkswagen bus, train, and West African Airways. Evidently the New Africa still lacks the modernity of the Flatbush Avenue Local. Subways are not the only measure of "progress." Incidentally, the same source issues more than 40 biographical booklets (5 cents each; 25 for \$1; 60 for \$2) on world leaders. Designed for us in the classroom, each eight-page booklet contains a page of biographical notes and seven pages of significant quotations from the writings of the individual concerned. Included are the late James E. Aggrey of the Gold Coast (now Ghana) and Kwame Nkrumah, the leader of Ghana's struggle for independence.

Child Psychology

How many years have elapsed since you enrolled in that course in child or adolescent psychology? Pamphlets help to keep us informed and up-to-date. The ways in which adults should govern their attitudes and behavior toward children are described in the Freedom Library Pamphlet, *Shall Children, Too, Be Free?* (Anti-Defamation League, 515 Madison Ave., New York 22: 32 p. 25 cents). This pamphlet tells how to help children acquire the qualities of altruism, mature morality, and greater intelligence which are described as fundamental to the ability of people to live together cooperatively. The major conclusions of *Your Child's Friends* (Public Affairs Committee, 22 E. 38th St., New York 16: 28 p. 25 cents) are that parents seem to worry too much about their children's friends. They should learn to be more relaxed and realize that each friendship fulfills a need—at least for a time.

Sight and Sound in Social Studies

William H. Hartley

Film of the Month

Decision: The Constitution in Action. A series of seven half-hour documentary films, all in black-and-white. Sale price, \$125 per print. See your nearest educational film library for rental rates. Produced by the Center for Mass Communication, Columbia University Press, 1125 Amsterdam Ave., New York 25.

Each *Decision* film deals with a United States Supreme Court decision of modern times, involving a question of judicial interpretation. The series illustrates one of the processes through which the Constitution remains a living, growing document.

Decision is dynamite. The films are powerful because they are real and realistic. Few actors are employed; instead the cases have been reenacted with the participation of many of the people involved in them: litigants, lawyers, judges, governmental officials. Often the lines are read with hesitation, the players sometimes stutter and stumble, just as they do so often in real life. The result is powerful. It is almost like viewing a real-life drama through an open window. These films are representative of the best which the documentary field has to offer.

Like all good documentary films, those in the *Decision* series contain much controversial material. One does not sit complacently through a viewing of these subjects. Very quickly the audience begins to take sides, is stirred, and wants to react vigorously. No watered down, sweetened presentation here, but real, virile, raw, and sometimes bitter food for reflection. These are not films for the immature. They are meant for serious students of government, history, and sociology.

The titles of the films in the series are *The Constitution and Employment Standards*, *The Constitution and the Labor Union*, *The Constitution and the Right to Vote*, *The Constitution and Censorship*, *The Constitution and Military Power*, *The Constitution: Whose Interpretation*, *The Constitution and Fair Procedure*.

The nature of the series may be judged by looking in on a showing of *The Constitution and the Right to Vote*. As the film unfolds, we see a Negro dentist, Dr. L. E. Smith, in his Houston,

Texas, office as he works on a patient. His treatment completed, he puts on his hat and coat and, joined by several friends and a photographer, he goes to the courthouse and asks for an absentee ballot to vote in the primary election. The ballot is denied to him on the grounds that the Democratic party in Texas is a private group which has the right to set its own rules and that the principle of the "white primary" has been firmly established. Indeed, the clerk points out that the Supreme Court has already upheld the Democratic Party of Texas in their right to conduct their business as they see fit.

We then are given a review of the case of *Grove v. Townsend* (1935), in which we see Grove, a Negro barber, being denied a ballot. He sues and his suit goes from the local court to the Supreme Court. (A technicality involving the amount of money in the suit allows it to sidestep the higher Texas court.) The Supreme Court hears the appeal, but decides against Grove.

In spite of this precedent, Dr. Smith, backed by the National Association for the Advancement of Colored People, decides to sue the election officials for the sum of \$5,000 for the denial of his rights. He loses his case in the Texas courts. The Federal District Court hears the case but upholds the state courts. Can Smith now take his case to the Supreme Court? Not unless he can find a new basis for appeal. The issue of the "white primary" has already been settled in the cases of *Grove v. Townsend* and *Newbury v. United States* (1921). Is there a new angle to be explored in an appeal?

The film now reviews the gradual growth of the electorate from the time of the founding fathers and examines the Constitutional issues involved. It reminds the viewer of the way in which our President, Vice President, Senators and Representatives are to be elected. Only in the case of the House of Representatives are the people given a direct voice in the original Constitution. Thurgood Marshall, legal representative of the NAACP, pursuing a study of cases involving the election process comes across the case of *United States v. Classic et al* (1941). In this case the Supreme Court decided that where the primary is an integral part of the election process, then the denial of the vote in this election is a violation of the Fifteenth Amend-

ment. Using this case as his precedent Smith wins his appeal before the Supreme Court by an 8 to 1 decision.

As one can see from the above summary, *The Constitution and the Right to Vote* is challenging, controversial, and stimulating. Students to whom it was shown in the preparation of this review were aroused, awakened, angered, and encouraged. No one was neutral or indifferent. Other films in the series proved equally challenging. The film, *The Constitution and The Labor Union*, shown to a group at the time of the 1959 steel strike, really made the classroom walls ring with discussion. The films in the *Decision* series will prove to be powerful stimulants to teaching if used wisely by teachers who prepare properly for their use and insist that opinion be backed up by fact and research.

Motion Pictures

AFL-CIO Education Department, 815 Sixteenth St., N.W., Washington 6, D.C.

Push Buttons and People. 18 minutes; rental, \$2.50. This film features scenes of an actual hearing before the Senate Subcommittee on Anti-Trust and Monopoly. Walter Reuther answers questions about production costs, wages, business incentive, prices, profits, and their relationship to automation. Reuther leaves little doubt in his remarks that we need to face up to a new industrial revolution.

Atlantis Productions, Inc., 7967 Sunset Blvd., Hollywood 46, California.

Himalaya: Life on the Roof of the World. 22 minutes; sale: color, \$200; black-and-white, \$120; rental, \$10. Relates the importance of the Himalaya Mountains and Tibet to the geography, economy, and culture of Asia. Depicts the unity of mountain civilization, as it extends for 2,000 miles into the heartland of Asia, tempered by influences from Tibet, China, India, and Persia.

AV-ED, 7934 Santa Monica Blvd., Hollywood 46, California.

The Planet Earth. 10 minutes; color; sale, \$100. The formation and growth of our earth shown through animation and special effects. Emphasizes work of wind, rain, earthquakes, and volcanoes.

Evolution of Power. 10 minutes; color; sale, \$100. A comprehensive study of man's progress from the muscle power of early times to the atomic power of today. Traces use of animals, wind, water, steam, electricity, combustion, jet propulsion, and the atom.

Bailey Films, Inc., 6509 De Longpre Ave., Hollywood 28, California.

Mexico and Central America. Series of 5 films; color; rental, \$5 each. Titles are: "Mexican Fishing Village," "Mexican Village Coppermakers," "Maya of Ancient Yucatan," "Natives of Guatemala," "Mexican Olla Makers."

Social Studies Teaching Techniques. 21 minutes; rental: color, \$10; black-and-white, \$7.50. Demonstrates successful methods of teaching social studies. Shows how the

teacher can initiate, develop, and conclude a unit of work. An elementary school class decides to answer an appeal to provide bedding for a children's hospital. This motivates a social studies unit of work, with textiles as the point of departure. The class is divided into committees to work with different phases of the research involved. Their participation during the semester not only increases their store of factual information, their skills and methods, but also develops a growth in attitudes and habits.

Film Productions, Inc., 7238 W. Touhy Ave., Chicago 48.

The Story of Communications. 8 minutes; color, \$120. Traces the history of communications from man's discovery of fire signals to his conquest of space. Done entirely in drawings with musical accompaniment and narrated in poetic style.

Graphic Services, Bureau of Mines, 4800 Forbes St., Pittsburgh 13.

The Copper Network. 23 minutes; color; free loan. The utilization of copper, from the digging of the ore to the making of electrical wire and cable to help serve America's power needs.

International Film Bureau, Inc., 57 E. Jackson Blvd., Chicago 4.

Japan. 25 minutes; sale: color, \$250. Shows major aspects of Japanese social and economic life today. Agriculture, fishing, light industry and heavy industry are all dealt with. Many intimate details are given of Japanese family life within the house.

Leon Loeb Associates, 306 Sixth St., N.W., Washington 1, D.C.

Saga of the Erie Canal. 11 minutes; color; rental, \$15. The era of the great American waterway, its grandeur, romance and humor recreated and sung, troubador fashion, by Oscar Brand.

Clipper Ship Days. 18 minutes; color; rental, \$20. Draws its story from the original colored sketches and journals of Isaac Baker, a sailor aboard ships bound for San Francisco via Cape Horn in the years 1849-51.

Not So Long Ago. 15 minutes; color; rental, \$20. American artisans and craftsmen working at Colonial Williamsburg, and Sturbridge Village.

The Palio of Siena. 7 minutes; color; rental, \$15. An extraordinary medieval Italian pageant, flag contest and horse race performed yearly since the 16th century.

National Education Association, 1201 Sixteenth St., N.W., Washington 6, D.C.

And Gladly Teach. 28 minutes; sale: color, \$170; black-and-white, \$70. Presents striking new insights into the teaching profession. Excellent material for teacher recruitment and for public relations work.

NET Film Service, Audio-Visual Center, Indiana University, Bloomington, Indiana.

Action at Law. A series of five films presenting a documentary-drama on the trial of a civil lawsuit. Each episode runs 30 minutes and rents for \$4.75. Titles are: "The Accident," "The Witnesses to the Accident," "Preparing for the Trial," "The Trial: The Case for the Plaintiff," "The Trial: The Case for the Defendant."

Text-Film Department, McGraw-Hill Book Company, Inc., 330 West 42nd St., New York 36.

The Troublemaker. 13 minutes; sale: color, \$160; black-and-white, \$80. A high school student, Mel Stone, is not well liked by most others, so he tries to gain favorable attention by "informing" and spreading false or distorted information. First he creates trouble by making insinuating remarks about one of the girl students, then he attempts to discredit one of the school's star football players. The action is climaxed at the school dance when Mel discovers that the group does not want to hear any more of his distorted rumors.

Filmstrips

Associated Educators, Box 327, Kirksville, Missouri.

Missouri: Its Geography and Resources. A set of six filmstrips in color. Price, \$37.50 per set. Titles are: "Introduction to Missouri," "Agriculture in Missouri," "Forests—A Renewable Resource," "Underground Resources," "Manufacturing in Missouri," "Places of Interest and Beauty."

Educational and Recreational Guides, 10 Brainard Rd., Summit, New Jersey.

The Vikings. Color; sale; \$7.50. A 47-frame filmstrip based on the theatrical film starring Kirk Douglas.

Life Filmstrips, 9 Rockefeller Plaza, New York 20.

The Oldest Nation—Egypt. Sale, \$6. Color paintings show how a resourceful people evolved the first unified state and a serene way of life in the Valley of the Nile.

Egypt's Era of Splendor. Sale, \$6. A legacy of great art reflects the magnificence of Egypt's culture, the genius of its thought and the power of its empire.

The Minoan Age. Sale, \$6. The dramatic story, told in colorful paintings and photographs, of how an island people created a great cultural center in the Mediterranean.

The Palace of Minos. Sale, \$6. Beautiful paintings and photographs of the greatest of three royal palaces, whose ruins survive today as the supreme monument of Crete's Golden Age.

Homeric Greece. Sale, \$6. The great age of which Homer sang in the *Iliad* and *Odyssey* is depicted in photographs and paintings which show how the soldiers of Greece shaped European history.

The Celts. Sale, \$6. Paintings show farming, battles, Druid ceremonies, human sacrifice, metal shops, burial of a chieftain, and the Celt's industry and art.

Journey Down the Great Volga. Sale, \$6. Photographs of new apartments and waterfront slums, churches, village streets, state farm-workers village, the Kremlin, and hydro-electric stations.

Office of Educational Activities, *The New York Times*, Times Square, New York 36.

Current Affairs Filmstrips. Issued monthly during the school year. Subscription price for 8 filmstrips, \$15. Titles for the 1959-1960 school year will be: "Divided Germany: Pivot of the 'Cold War'," "The Integration Issue," "New Nations in the World Balance," "Challenge for France," "Science Opens New Doors," "New Currents for Latin America," "The Arts in a Divided World," "Electing a President."



1959
**AMERICAN FILM
FESTIVAL
AWARD WINNER**



THE HUNTERS

"This is the most remarkable anthropological film I have ever seen. No film library can afford to be without it both because of its artistry and humanity and because it takes the viewer as close as he can ever hope to get to the life of the Stone Age."

Clyde Kluckhohn
Past Chairman, Division of Anthropology
and Psychology, National Research Council

**SEND FOR OUR LATEST CATALOG OF OUTSTANDING
SOCIAL STUDY FILMS RELEASED BY THE UNITED
NATIONS, BIS, NATIONAL FILM BOARD OF CANADA.**

CONTEMPORARY FILMS, INC.
267 W. 25th St., New York 1, N.Y. ORegon 5-7200
Midwest Office: 614 Davis St., Evanston, Ill. DAVIS 8-2411

Of All Things

A set of 160 color slides entitled "New York International Airport Today" may be obtained for \$42.50 from Walt Sterling Color Slides, 224 Haddon Road, Woodmere, L.I., New York. The views include highways, hotel, radar and landing lights, hangers, customs, immigrations, and other details of airport operations.

Sets of color slides may also be obtained from Photo Lab, Inc., 3825 Georgia Ave., N.W., Washington 11, D.C. A set of 10 slides costs \$1.75. Sets are available on California, Cuba, Florida, Georgia, Illinois, Kentucky, Louisiana, Maryland, Mexico, Michigan, Missouri, and many other states and countries.

A *Catalog of Free Teaching Aids* may be obtained for \$1.00 from Gordon Salisbury, P.O. Box 943, Riverside, Calif. Listed are booklets, maps, charts, posters, filmstrips, and teaching kits.

If you are interested in seeing some quite stimulating examples of "duplicated visual materials" to supplement text materials, send a stamped self-addressed envelope to Jack W. Entin, 147-04 77th Rd., Flushing 67, New York. Dr. Entin will also be glad to advise teachers concerning the preparation of stenciled material.

HISTORY COMES TO LIFE THROUGH OUR DYNAMIC FOUR-POINT PROGRAM!

The completion of the new series, *The Chronicles of America Filmstrips*, rounds out our four-point program to enrich and vitalize the study of American history as never before possible. Through these rare teaching tools our democratic ideals are projected into their true, dramatic dimensions—to inspire our youth to their devotion.

Prepared by eminent specialists, these authoritative, vividly-presented books and filmstrips bring to the student a feeling of personal identification with the struggles and accomplishments of the great leaders

who have influenced and shaped our civilization.

Each of the four key points is a flexible and versatile instrument, offering almost limitless creative teaching opportunities. Together, they form a comprehensive apparatus for learning through participation in "living" American history. We urge you to order them today to assist you in your vital task of guiding our citizens of tomorrow.



NEW

THE CHRONICLES OF AMERICA FILMSTRIPS

15 UNITS

Already, the excellence of this latest visual creation has proved its value to the high purposes of our program. Our youth will see our glorious past come to life—from Columbus' great voyage through the War Between the States.

Now Ready for Immediate Delivery

Largely based on the documentary photoplays of the same name, the filmstrips make available this unique source of original material in modern, greatly improved form at a fraction of the original cost. The fifteen filmstrips and the valuable Teacher's Guide have now been completed. Orders are being filled without delay.

\$97.50 COMPLETE OR \$7.00 EACH
Comprehensive TEACHER'S GUIDE Free

THE PAGEANT OF AMERICA FILMSTRIPS

30 UNITS

These famous filmstrips established the high criteria for visual productions. The story of America's growth to world leadership, from the American Indian to the Atomic Age, is re-created in a manner which must be seen to be believed!

An Award-Winning Series

Approved, adopted or listed by leading Boards of Education, the scope of this series is so wide that utility extends beyond history to many other subjects.

\$195.00 COMPLETE OR \$7.00 EACH
TEACHER'S GUIDE Free for Each Unit

The two series of filmstrips were created under the editorial direction of

RALPH H. GABRIEL

Sterling Professor of History, Emeritus,
Yale University

THE CHRONICLES OF AMERICA 56 VOLUMES

Allen Johnson · Allan Nevins, *Editors*

Each volume tells an exciting story of men and women or forces in action, written by a distinguished author who presents his theme with all the appeal of good fiction. The series falls into nine topical groups, from the early days of the Red Man to the momentous end of World War II. Long noted for accuracy and literary quality, these books are an important "must" for every school.

\$199.00 complete, or \$3.95 per volume

THE PAGEANT OF AMERICA 15 VOLUMES

Ralph H. Gabriel, *Editor*

The adventures of our people are revealed in a panorama of 11,500 rare pictures and maps, spun together by scholarly, colorful text. The topical treatment covers, in addition to the more orthodox aspects of history, such subjects as religion, art, sports, etc. Replete with accurate detail and professionally indexed, these volumes have become standard for use at all levels.

\$147.75 complete, or \$10.75 per volume

YALE UNIVERSITY PRESS FILM SERVICE
386 Fourth Avenue, New York 16, N.Y.

Book Reviews

Daniel Roselle

I. THE ATOMIC SITUATION

"JET SHOT DOWN BY ITS OWN GUNFIRE AS IT SPEEDS FASTER THAN SHELLS"—Headline in the *New York Times* of October 10, 1956.

Professor John Herz of Columbia University considers the above headline to be symbolic of the crisis facing man in the world today. He writes:

"Substituting 'MANKIND' for 'JET' and 'NUCLEAR WEAPON' for 'GUNFIRE,' could one have a more apt description of the potentiality inherent in the atomic situation? Mankind has become destructible in toto through the extreme development of its own capabilities, 'speeding' so fast that what used to serve for protection now may reverberate to its annihilation."

Here is sufficient reason for academic scholars, long entangled in the threads of peace in the classroom, to concern themselves with the threats of war in the outside world. For here is dramatic evidence that men are no longer T. S. Eliot's pathetic creatures leaning together and whispering doubts in dried voices. Instead, they have become fantastically armed zealots shouting dogmatically at each other—and their headpieces are filled with knowledge that is far more dangerous than straw.

It is mandatory, then, that the issues involving war and peace be continually analyzed and debated by teachers of the social studies. It is for this reason that the book department this month presents feature reviews of two books that have produced considerable discussion about international relations in an age of nuclear warfare. They are *Common Sense and Nuclear Warfare* by Bertrand Russell; and *International Relations in the Atomic Age* by John H. Herz.

Our reviewers are Gerald L. Steibel, Director, Research and Evaluation, Free Europe Committee; and Sidney N. Barnett, chairman of the Social Science department, High School of Music and Art, New York City.

Common Sense and Nuclear Warfare. By Bertrand Russell. New York: Simon and Schuster, 1959. 92 p. \$2.50.

By Gerald L. Steibel

It is altogether proper that some persons should feel that nuclear warfare is so gruesome that no concessions are too great as a price for averting it, and it is fortunate that someone as articulate as Bertrand Russell should come forward as the spokesman for that position. In the passions of partisan debate, we sometimes have the impression that the split between the proponents of accommodation and those who would stand fast against Soviet demands is a conflict of extremes. Now comes Lord Russell to remind us that the accommodators and the stand-fasters are only the two center groups in what is actually a spectrum of at least four positions. At one extreme are the preventive war advocates, the drop-the-bomb-on-them-now people; at the other are those who, with Russell, say "no war, no matter what."

Common Sense and Nuclear Warfare says many things that are unexceptionable, but most of them do not meet the real need of the time, which is for policy and not for moralizations. The only policy in the book is formulated, although obliquely, at the very end, where Lord Russell says "it would be better to yield than to indulge in a nuclear war." The rest is sloganeering, especially the author's insistence that this policy is recommended equally to both contending parties.

There is, of course, nothing wrong with slogans and moralizations provided that (1) they contain morality and not merely platitude, and (2) they open an avenue to action. This book meets both tests poorly. Perhaps its most serious offense against morality is its prefatory statement, "It is my hope that there is no word in the following pages suggesting a bias toward either side." To those who cherish biases against people who murder Hungarians and Tibetans, these words are simply unacceptable. But even to those who care less about Hungarians and Tibetans than they do about survival, the words offer little.

From a lofty, above-the-battle station such as Russell's it is of course possible to lecture both

sides impartially. The result is a series of sermons and proposals, none of which, by the author's own admission, have much of a chance of being embraced. After pointing out the horrors of nuclear conflagration, Russell defines a "Programme of Steps Toward Peace." The steps are: first, to persuade both sides that war is not a way to secure large-scale aims; second, to persuade both sides that each is convinced of this truth; third, to get both sides to abandon "mutual vituperation"; and finally, to have both sides declare their renunciation of war as an instrument of policy and get together to appoint a body to study disputes and recommend measures of settlement. These steps constitute the "new outlook" that is necessary before negotiations of differences can take place. The negotiations will be conducted by a Conciliation Committee, and there will ultimately be an International Authority, but the heart of the matter is what Russell calls "Some Necessary Changes in Outlook." These must precede the practical measures, as though "outlook" were something apart from everything else.

Reading these proposals with their quaint flavor of Locarno and the Kellogg-Briand Pact, one wonders what Lord Russell has done with the United Nations and its affiliated organs like UNESCO. What do his proposals put forward that is not already inscribed in the Charters and minutes of these bodies? Why will the new authority succeed where the old has not? The answers to these questions are missing. They are missing, this reviewer believes, because they would prove fatal to the "programme."

Some of what Russell says is confusing. He says that he does not advocate unilateral disarmament, would not have either side announce in advance that if pressed it will yield, and that he is speaking in "academic" terms when he proposes yielding. Where, then, do we stand? Do we yield immediately or not yield at all, or yield only when we can bluff no longer and there is no other alternative to starting the nuclear holocaust? Academic or not, we yield at some point and the question of whether we can keep the communists from knowing that we will yield is the most academic of all. Since they know that we will give in, that is all they need.

Some of what Russell offers is downright naive. For example, he suggests that if there were mutual troop withdrawal in Europe, the disappointment of American "militarists" deprived of H-bomb bases would balance against the probability that Poland, Hungary and other

satellites would "abandon" communism. Does he seriously believe, in the light of events since 1945, that the Soviets would permit these countries to "abandon" communism?

The author also states that his International Authority must have police powers and arms to enforce those powers. Admitting that this is "Utopian" he nevertheless says we must proceed in that direction. How, this reviewer asks, can you contemplate police powers when your declared policy is to back away from any gunman who threatens to shoot?

If indeed both sides were led by men of good will, these proposals would possess great merit. But where one side, in theory and practice, believes wholly in the inevitability of struggle and in strategies and tactics designed to get the most out of that struggle, this position can have only one effect: to encourage that side to threaten to an extreme, secure in the knowledge that the threats will succeed. The Communists do not act belligerently through afterthought or anger; their belligerency is integral to their doctrine of international relations, it is their policy. This is why appeals to higher principles will have little effect, since these, like all such propositions, appear to be only more "propaganda." This is why the advocacy of agreements between East and West about the futility of war does not constitute a policy.

There is little that Russell points to that the Communists do not already know. They are well aware of the effects of nuclear warfare and they know that the West wants peace. What Russell does not take up is their equal awareness that some in the West want peace so deeply that they are prepared to surrender very much to obtain it. It is the West's reluctance to bring on a nuclear conflict which the Communists are replying upon to get for themselves the kind of peace they want—a peace in which everyone is a subject of Communist rule. The record demonstrates that against that kind of conviction appeals to lawfulness and self-limitation are fruitless. It also demonstrates that the Communists have pursued ways of peace only where they were confronted by a people's determination to resist backed by real power.

This is a forlorn hope, to be sure. To survive only by matching horror with horror is a far cry from the humane traditions and aspirations which the civilized world has developed so painfully through the centuries. Nevertheless it is neither a new nor untested idea. We are fond of celebrating, in folklore and in music, the princi-

**NOW
A NEW
3-WAY
PROGRAM
OF
CURRENT
READING**

**AMERICAN
EDUCATION
PUBLICATIONS
Education Center
Columbus 16, Ohio**

1 WEEKLY CLASSROOM NEWSPAPERS for all grades (K-12)

News, current history and geography, citizenship, science, reading, guidance . . . complete testing programs . . . free Teacher's Editions . . .

MY WEEKLY READER—a separate edition for each grade, K-6. CURRENT EVENTS for grades 7-8, EVERY WEEK for grades 9-10, OUR TIMES for grades 11-12 . . . plus READ Magazine (semi-monthly) for grades 6-9.

2 FREE MONTHLY SUPPLEMENTS with the weekly papers

—a new dimension in current reading for Social Studies; adding new depth and meaning to major topics in current history, science, citizenship.

"Science Supplements"—free with WEEKLY READERS for grades 3 through 6. "Current Events ILLUSTRATED"—free with subscriptions to CURRENT EVENTS. "Every Week ILLUSTRATED"—free with subscriptions to EVERY WEEK. "Timeline"—free with subscriptions to OUR TIMES.

3 SUPPLEMENTARY BOOKS for all grades (K-12)

—a new service . . . Subscriber Books at just 15¢ per copy—to supplement basic social studies programs with independent learning activities and special study units on current topics and their backgrounds. Furnished exclusively with subscriptions to the periodicals listed above.

"Animals At Home" (for Kindergarten); "Independent Activities" (for grades 1, 2, and 3); "Maps and Map Skills" (for grades 4, 5, and 6); "Current Events Yearbook," "Principles of Democracy," "Today's Geography," "Our Presidents and Their Times," "Current Biographies," and ten other current titles for grades 6-12.

ple that liberty has to be paid for in sacrifice. Perhaps the now-unlimited scale of the sacrifice compels a reconsideration of whether the prize is worth the price, but the principle itself cannot be changed, and it cannot be talked away by lectures which ignore the difference between the aggressor and his victims.

Elsewhere, Bertrand Russell has written that in history it was not so bad when the aggressors came. Humanity survived and even regained its freedom after a time. It was preferable, as he has seen it, to yield and to live. This, in essence, is what he is offering now: a new Dark Ages with the promise of a Renaissance. Is this what we want?



International Politics in the Atomic Age. By John H. Herz. New York: Columbia University Press, 1959. 360 p. \$6.00.

By Sidney N. Barnett

In the preface to his work the author asserts that "this is an old-fashioned kind of book." In substantiation of this assertion he demonstrates that his book is not, as is so often the case in these times, the result of teamwork, group study, or collective research; that it is not the product of

seminar, lecture series, or field trip; and that it is not the distillation of interviews, questionnaires, or of IBM techniques. Nor will this work, says the author, be quite familiar to an age of statistics, for it will be without a single chart, graph, map, diagram or table of statistics.

Rarely has an author's expectation been less realized, for this is not an "old-fashioned" book. For decades writers on problems of international organization and planners of world organizations have strangely had their thinking oriented in discernible past occurrences rather than in probable future developments. The post-World War I League of Nations was planned to avert another conflict of the type of World War I. The post-World War II United Nations is constructed to prevent a recurrence of a war like World War II, the United Nations Charter being, in the provocative thought of the late John Foster Dulles, preeminently an instrument for the pre-atomic age. But here in this book by John Herz is a blueprint for international politics in the atomic age which holds promise for effective implementation here, now, and for the future.

The introduction to this "old-fashioned" work is electrified with a striking characterization of the "newness" of the New Age. Unlike the classical

Geography for Today's World

BARROWS • PARKER • SORENSEN

A new elementary program with current data, on-the-spot photographs, and newly designed maps to build understanding of today's world.

TEACHERS' EDITIONS

(Fully annotated)

WORKBOOKS

SILVER BURDETT COMPANY

Morristown, New Jersey

Chicago San Francisco Dallas Atlanta

pattern of the first half of the twentieth century and the centuries preceding, the atomic age, inaugurated at the mid-twentieth century, denies victory to either side. The only possible outcome of war can be mutual suicide.

Following the introduction are three compact parts of a solid book. The first part outlines the rise and characteristics of the modern state system, disposing effectively of the traditional concepts of the territorial state. The second part describes presently controlling international politics in the atomic age, with special consideration given to the nature and structure of bipolarity in the modern world and to the existence of bloc relationships. The impact of the new weapons of a terrifyingly destructive post-war decade is conveyed and the outlook for deterrence is probed. The third and final part foreshadows the future prospects of international politics. It speculates about the possibilities of collective security in a power-motivated world and of universalism as an alternative to the power dilemma.

A quixotic trend appears to be in the making. Tillers in the vineyard of world peace efforts, and the author of this work is undeniably one of them, are developing a vocabulary more to be expected in military conversations at the highest level. In the course of its slightly more than 300 pages, this book frequently repeats words like "unlimited war," "nuclear threat," "graduated deterrence," "deterrent counterthreat," "counterforce strategy." This is a vocabulary one expects to find in Schlieffen and Clausewitz. To find it in Herz and Kissinger is sadly reflective of the increasingly negative aspects in the struggle to maintain world peace and to define the nature of world organization.

At one point the author affirms that "the Iron Curtain is crossed westward by those who feel that this is the way to escape 'slavery,' while others cross it eastward to escape 'oppression' or 'discrimination.'" To equate the flood of the former with the trickle of the latter appears, to this reviewer, to be an overly facile comparison. It disregards, too, the documentary evidence which has recently been presented on the persecution suffered by Hungarians who escaped their country in the fall of 1956 and then returned in accordance with offers of amnesty. This evidence submitted to the Secretary-General of the United Nations by the International League for the Rights of Man shows that many repatriated Hungarians have been arrested or exiled, and that many of them have suffered through official discrimination against their relatives and friends.

Out of the 21,000 people who have been returned to Hungary it is reliably estimated that 6,000 have been arrested and are either in prison or in internment camps. Evidently there are concepts in Soviet law that differ from the ideals of amnesty cherished in Western law.

Nothing in the last paragraphs, however, should be construed as detracting from the significant value of this work. The author has made available to teachers and students of international relations a text which is indispensable to a realistic appraisal of international politics in the atomic age.



II. BOOK FARE

World Affairs

World Affairs: Problems and Prospects. By Elton Atwater, William Butz, Kent Foster and Neal Riemer. New York: Appleton-Century-Crofts, Inc., 1958. 621 p. \$6.95.

This book is designed to serve as an introduction to international relations. The authors undertook the ambitious task of preparing a text that would create an interest in world affairs, foster an appreciation of key international problems, develop a conceptual interdisciplinary framework, and challenge the imagination and creative intelligence of students.

In terms of these stated purposes, the selection and treatment of content is admirable. The book begins with an examination of the nature of the world crisis; then it proceeds to a consideration of the sources of tension, ideological conflicts and accommodations in the world; and finally it examines techniques of adjustment in world affairs. Each problem is introduced by a general essay and followed by two or more "positions on the problem." These are rather succinct statements of major viewpoints, usually more or less typical of the ideological and diplomatic positions of the East and West.

The appendix includes a description of State Department "position papers" and a suggested form for students to follow in preparing "position papers" on specific international problems. These should prove especially helpful to students in developing a clearer understanding of the subject.

When supplemented by the suggested readings and student-prepared "positions papers" on specific international problems, this text should fulfill the purposes stated by the authors.

W. L. GRUENEWALD

Ball State Teachers College



New Ways to Teach Current Foreign Affairs

With Self-Administered Materials that
are Authoritative, Up-to-Date, and
Classroom Tested from Coast-to-Coast

Particularly Suited to 11-12 Grades

Basic Factual Information on Current
Critical Issues of Foreign Affairs Struc-
tured for Teaching and Discussion

Teaching Kit for 8-Week Unit Includes

Fact Sheet Kit which Provides—

Introductory Booklet . . . Eight Fact Sheets
. . . Eight Opinion Ballots . . . Bibliography
. . . Tips for Discussion . . . at 50¢ a Kit.
(Recommend 1 Kit per 1 or 2 Students)

Teaching Guide with Each Order

Write Sales & Distribution Department

**FOREIGN POLICY ASSOCIATION,
INC.**

345 East 46th Street
New York 17, N.Y.

Sample Fact Sheets Free on Request

A Timely, Penetrating Survey . . .**THIS IS COMMUNISM**

David Weingast: Foreword by E. F. Kennerly, Supt. of Schools, Newark, N.J. Provides in simple, down-to-earth, readable form an authentic insight into communist theory and practice. Covers the economic organization of the Soviet world, living standards, psychological aspects, secret police, political expansion, and the communist conspiracy in the United States and throughout the world. An abundance of visual material, consisting of maps, charts, and cartoons supplement the text.

Net school price: 75¢

OXFORD SOCIAL STUDIES PAMPHLETS

These pamphlets meet the need for integrated and timely material that brings the class text up-to-date in particular subject fields. They provide a richer, more realistic survey of contemporary problems than is possible with the use of a single text.

Net school price: 45¢ each

- AFRICA IN FERMENT • Lengyel
- THE AMERICAN CITY • Shaw
- THE AMERICAN FAMILY • Salisbury
- BUSINESS AND THE AMERICAN WAY • Korey
- COLONIALISM: Yesterday, Today & Tomorrow • Pruden & Steinberg
- CONSERVING OUR RESOURCES • Steele
- DEMOCRACY, CAPITALISM & THEIR COMPETITORS • Pruden
- EUROPEAN GOVERNMENTS AND POLITICS • Steinberg
- FARMER AND THE AMERICAN WAY, THE • Dunbar
- THE FEDERAL JUDICIARY • Starr
- FOREIGN AFFAIRS • Colvin
- GEOGRAPHY AND HUMAN AFFAIRS • Roeder
- GRASS-ROOTS POLITICS • Downes
- HUMAN RIGHTS IN THE UNITED STATES • Starr
- LABOR AND THE AMERICAN WAY • Starr
- MINORITIES IN THE UNITED STATES • Irwin
- THE NEGRO IN AMERICAN LIFE • Walker
- OUR NEIGHBORS IN THE AMERICAS • Kenworthy
- THE PRESIDENT OF THE UNITED STATES • Linville
- PUBLIC HEALTH • Timmel
- RELIGION IN AMERICA • Salisbury
- SOVIET UNION, THE: The Land & Its People • Lengyel
- THE CHANGING MIDDLE EAST • Lengyel
- UNDERSTANDING JUVENILE DELINQUENCY • Gavian
- THE UNITED NATIONS STORY • Steinberg
- THE UNITED STATES CONGRESS • Gross

OXFORD BOOK COMPANY

71 Fifth Avenue • New York, 3, N.Y.

Teaching of Social Studies

Social Studies in Elementary Education. By John Jarolimek. New York: The Macmillan Company, 1959. 384 p. \$5.75.

Social Studies in Elementary Education should be very helpful to pre-service and in-service teachers of social studies in the elementary school. Its carefully organized and well written material contains many suggestions for making social studies a vital, challenging, and stimulating part of the school curriculum.

This book may be used profitably by followers of both schools of thought in the teaching of social studies—that is, by those who believe in teaching history and geography separately, and by those who believe in the unified approach. However, this statement appears early in the book: "The concept of the unified social studies program is winning general acceptance in the elementary school."

Throughout the book, excellent suggestions and well chosen examples of practices in various schools point up the importance of a flexible and creative program in terms of children's individual differences. Discussion questions and suggested activities at the end of each chapter should provide lively, interesting, reflective reactions to what has been presented in each chapter.

This book should find wide acceptance as a text in teacher education courses, or as a welcome addition to an elementary teacher's library.

JESSIE MAE HALSTED

University of Wyoming

**American Labor**

The AF of L from the Death of Gompers to the Merger. By Philip Taft. New York: Harper and Brothers, 1959. 499 p. \$7.50.

This is the second volume of Philip Taft's definitive history of the American Federation of Labor. The author, the foremost labor historian in America, has produced a fascinating and richly documented story of the Federation. In producing this work he had the full cooperation of the executive council and the senior officers of the American Federation of Labor in making available previously unpublished material.

This volume begins with the decline of Labor in the latter half of the decade of the Twenties. Then follows the battle for child labor legislation, the revival of strength under the NIRA, and the intra-Federation fight over industrial unionism which resulted in the suspension of

Effective Current History Texts

AMERICAN OBSERVER

For grades 10, 11, and 12

JUNIOR REVIEW

For grades 7, 8, and 9

WEEKLY NEWS REVIEW

For grades 9, 10, and 11

YOUNG CITIZEN

For grades 5 and 6

These weekly papers report and interpret the news with searching realism and strict impartiality . . . encourage selective reading, straight thinking, high standards of personal and social conduct . . . feature the best in maps, charts, photographs, study guides, tests, and other related teaching aids.

CIVIC EDUCATION SERVICE

1733 K Street, N.W.

Washington 6, D. C.

John L. Lewis's Committee for Industrial Organization and ten major unions. All of these events are covered in the first third of the book.

The non-partisan policy of the American Federation of Labor is traced up to the passage of the Taft-Hartley Act in 1947. In 1948 Labor's League for Political Education was formed and "played an important role in influencing the outcome" of the election. The history of important issues—such as those involving foreign relations, Negro workers, communism, and corruption—is related through the merger of the AF of L and the CIO.

This work will undoubtedly prove to be one of the outstanding books in American economic history.

RALPH B. PRICE

Western Maryland College



The Western World

The Western Tradition: From the Ancient World to the Atomic Age. Edited by Eugen Weber. Boston: D. C. Heath and Company, 1959. 891 p. \$7.50.

This collection of readings represents an in-

telligent selection of materials. It catches the inner eye of the chosen contemporary writer typically or significantly focused on his own times. The ubiquitous eye of the editor, Eugen Weber, then creates a pattern illustrating the developments and problems of Western Civilization.

Most classic texts are included in this book. In addition, other passages are selected for "discussion, argument, and various interpretations." To help further his aims, Dr. Weber has attempted to be "fairly non-committal" in his introductions. What he modestly omits is any mention of his sprightly, informative, erudite, and even humorous remarks. His literary craftsmanship lends style even to an anthology!

There are six main sections, with many subdivisions, spanning the period from "The Ancient World" to the present. Selection, the *bête noir* of teachers working with "collections," is no serious problem. In fact, this volume is expertly booby-trapped with wonderful readings to catch the unwary college student who is just "out" to do his assignment.

The editor's preface reflects the usual excuses and apologies for the readings which were not included. This review will forego, however, the

customary torrent of suggestions as to what additional material should have appeared. Certainly, the selections already included merit recommendation and accomplish their editor's purpose.

ALBERT ALEXANDER

Board of Education
New York City

Desegregation

Desegregation: Resistance and Readiness. By Melvin M. Tumin with the assistance of Warren Eason and others. Princeton: Princeton University Press, 1958. 270 p. \$5.00.

This largely statistical study makes an analysis of attitudes towards Negroes and desegregation (especially in the schools) that are held by a sample of 287 white males in Guilford County, North Carolina, an area including industrial and rural populations.

Using a five-level attitude scale distinguishing Image, Ideology, Sentiment, General, and Specific Action Set, and relating the scale to eleven important factors based on status and background, the investigators shed much light on the relationship between attitudes—particularly Specific Action Set toward school desegregation—and status factors.

Three factors which emerge as crucially important are given extended treatment: (1) education, (2) occupation and (3) exposure to mass-media. The findings show a relatively widespread unfavorable image of the Negro contrasting with considerable variation in the attitudes toward school desegregation. Stake in the community, represented by "property power, and prestige" and accompanying perspectives, characterize those most ready for desegregation; while the relative absence of these factors characterize those who are least ready to accept desegregation as well as the outright resisters.

A broader and geographically more discreet sample would have made a more satisfying study. However, Professor Tumin and his collaborators have laid the myth of the "Solid South," so beloved of anecdotalists, securely to rest. Similar studies of other thorny problems would be most welcome.

RICHARD A. LONG

Morgan State College
Baltimore, Maryland

III. EXPLORING THE ELEMENTARY BOOK FIELD

By Jane Ann Flynn

Book editor's note: As a special service to teachers of social studies in the elementary school, the book department will present a monthly annotated list of books that are considered to be of unusual interest and value to children. Suggested *grade* levels will be placed next to each title on the list.

Miss Jane Ann Flynn of the State University of New York, children's librarian and specialist in books for elementary schools, will prepare this new feature for *Social Education*.

Theme: "All the World Is in a Book"

Land Between: The Middle East. By Frances Copeland. (Abelard, 1958. \$3) (4-8)

Iraq, Jordan, Lebanon, Syria are made real and understandable through this readable introduction to language, cities, food, clothing, schools, customs, recreation, and even a bit of history. Photographs and index.

Jeanne-Marie at the Fair. By Françoise. (Scribner's, 1959. \$2.95) (K-2)

A little French girl's gaily illustrated adventures at the village fair help the youngest child to become aware that children in other lands often enjoy the same things he does.

My Village in Norway. By Sonia and Tim Gidal. (Pantheon, 1958. \$3.50) (4-7)

Jarle, a Norwegian boy, is the narrator through whom the reader sees Norwegian life in an island village where the sea and fishing are important. Excellent photographs; glossary.

The First Book of the Soviet Union. By Louis Snyder. (Watts, 1959. \$1.95) (6-9)

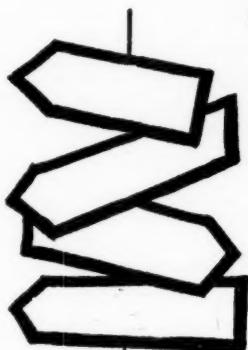
Emphasis of this book is political with brief analysis of education, art, religion, industry, and history. Shows how Russian dictatorship developed and how it controls the people. Photographs and index.

St. Lawrence Seaway. By Clara Judson. (Follett, 1959. \$3.45) (6-9)

Changing the Face of North America: The Challenge of the St. Lawrence Seaway. By Patricia Lauber. (Coward, 1959. \$2.50) (5-7)

Two timely books treat of need for, history of, and building of the Seaway. Both include photographs, maps, and diagrams. Mrs. Judson's book is more comprehensive, but Miss Lauber's is good for younger or slower readers.

choosing your classroom periodical



Which classroom periodical you choose can make a world of difference in teaching current affairs. Certain things, of course, you'll find common to them all: impartial weekly news coverage . . . accurate grading of materials . . . clear, authoritative writing . . . weekly teaching suggestions. But there the similarity ends.

Only the SCHOLASTIC magazines offer the scope and depth and visual impact that can be achieved through a *magazine* format. They bring you far more than news coverage — major national and world affairs articles,

timely pro-and-con discussions, science, a wealth of colorful maps and graphic aids.

Perhaps *most* important is the student response to these exciting magazines. Youngsters enjoy reading and discussing them, in and out of the classroom . . . and they take them home proudly to show their parents.

If you haven't seen this year's SCHOLASTIC magazines, we invite you to write for sample copies today. You'll find there's a *big* difference in classroom periodicals. Why not see for yourself —soon!

JUNIOR SCHOLASTIC, grades 6, 7, 8

WORLD WEEK, grades 8, 9, 10

SENIOR SCHOLASTIC, grades 10, 11, 12

SCHOLASTIC MAGAZINES, 33 West 42nd St., New York 36, N. Y.

Mary Jane. By Dorothy Sterling. (Doubleday, 1959. \$2.75) (4-7)

Mary Jane, one of six negroes entering a newly integrated school, meets unhappiness, fear and friendship in this pertinent, sensible, yet sensitive story.



IV. EDIT-BITS

. . . At the risk of arousing the fury of sensitive members of the Book Reviewers Guild, this reviewer would like to state that he considers Boris Pasternak's *Dr. Zhivago* (Pantheon, \$5.00) a greatly overrated novel. Certainly, Pasternak should be hailed for those passages in the book in which he courageously criticizes philosophies that repress human liberty. On the other hand, as a novel, *Dr. Zhivago* is far from a masterpiece. Many scenes are unnecessarily melodramatic; the use of coincidence is carried to extreme; sentiments of love often reach the point of absurdity ("I am jealous of your toilet articles [he said], of the drops of sweat on your skin, of the germs in the air you breathe which could get into your blood and poison you"); and few characters in the book have meaningful human dimensions.

Boris Pasternak, novelist, is not the equal of Boris Pasternak, poet.

. . . Teachers of courses in Russian history will be pleased to learn that *Readings in Russian History* (Syracuse University Press, \$7.50), an excellent collection of source materials compiled and edited by Warren B. Walsh, now has been published in a third edition. The new edition adds a number of valuable readings on the recent Soviet period. It is worth noting, too, that Appendix II of the recently published *Soviet Education Today* by Deana Levin (Staples Press, 15 s.) can be helpful to teachers seeking the syllabi used in the schools of the Soviet Union today. It contains syllabi for pre-school groups, forms 1 to 4, and forms 5 to 10 (including the subject matter studied in history and geography). "School Leaving Examination Questions in the RCFSR for Class 10" also are included.

. . . This department has little sympathy for those academic specialists who complain that Vance Packard is "a mere popularizer" and who dismiss his work as of little importance. Certainly, Packard writes for the general public, and his book *The Status Seekers* (David McKay, \$4.50) does not attempt to burrow through esoteric intellec-



The British Isles

**5 FILMSTRIPS
IN COLOR PHOTOGRAPHY
FOR ELEMENTARY AND JUNIOR
HIGH SOCIAL STUDIES**

1. Great Britain—The Land and Farming
2. Great Britain—Industrial Country
3. Great Britain—Past and Present
4. Great Britain—London
5. Ireland

Complete Series \$25.95
Individual Filmstrips . . . \$ 5.75

WRITE FOR YOUR PREVIEW TODAY!

The **JAM HANDY** *Organization*

2821 East Grand Boulevard • Detroit 11, Michigan

tual tunnels. On the other hand, it should be recognized that he has made a real contribution to society by familiarizing thousands of readers with the important findings of E. Digby Baltzell, August Hollingshead, Bevode McCall, Liston Pope, W. Lloyd Warner, and other highly reputable scholars.

. . . Through the efforts of the Charles E. Tuttle Company, and with the support of the Japan Society of New York and the American Club of Tokyo, *The Complete Journal of Townsend Harris* (Charles E. Tuttle, \$7.50) is once again in print. With an introduction and notes by Mario Emilio Cosenza, the journal remains a highly informative record of the activities of the first American Consul and Minister to Japan. Incidentally, students of book lore will be interested in reading that one of the gifts presented by the American government to the King of Siam was—of all things—a *Webster's American Dictionary*.

It was "unabridged, bound in scarlet Turkey morocco, full gilt and lettered 'Presented to His Majesty the King of Siam by Franklin Pierce, President of the United States of America.'"

. . . Sociologists and community leaders can profit from a careful reading of *Working with People in Small Communities* by Clarence King (Harper and Brothers, \$2.50). This is a small volume, but it contains stimulating case records of community development in such diverse areas as Colton (U.S.A.), Suh Kamchon Ri (Korea), Ocampo (Mexico), Karimpur (India), Amagu (Nigeria), Barrio Cuyon (Puerto Rico), and others.

. . . Finally, birthday congratulations are in order to the Chautauqua Literary and Scientific Circle, the oldest Book Club in America. Now celebrating the eighty-first year of its existence, the Circle has kept up with one of the latest trends in the publishing field—it, too, builds its reading program around paperback books!

"How much more lively these incentives have made the classes!"

Casper, Wyoming

Mrs. Mary Johnson Tweedy, Director of Education
TIME Classroom Program
9 Rockefeller Plaza
New York 20, New York

Dear Mrs. Tweedy:

The TIME Classroom Program is a wonderful sparkplug for a current affairs or history class . . . I have always used TIME as the backbone for the study of current news but I was not aware of your testing and awarding system until this year. You have no idea how much more lively these incentives have made the classes . . . Our Man of the Year discussions were really competitive. Students campaigned for their candidates . . .

Sincerely,

Pauline M. Peyton

Liveliness...curiosity...competitive discussions—aren't these what you want to create in *your* classrooms? But with all the other demands on your time it is almost impossible to do this entirely on your own.

That's why thousands of teachers like Miss Peyton have turned so enthusiastically to the TIME Classroom Program. Please consider this a cordial invitation to join them, for we feel that you too will find your students taking a lively personal interest in the news, thanks to the quizzes, charts, maps, and reports the TIME Classroom Program makes available to you. And like Miss Peyton's classes, we feel yours too will want to compete for awards in the annual Current Affairs Test, and to campaign for their "Man of the Year" candidates.

By ordering TIME for your students, you will receive all these provocative, informative teaching aids plus your own complimentary desk copy of TIME. At the same time your students will be able to subscribe at the special classroom rate, for savings up to 45% of the regular price.

We will be happy to give you a free copy of the TIME Summer Review Quiz—an example of a Classroom Program teaching aid—free of charge, as well as more details about the Classroom Program itself if you will fill out the coupon.

Mrs. Mary Johnson Tweedy, Director of Education
TIME Classroom Program
9 Rockefeller Plaza
New York 20, New York

Please send me my copy of the TIME Summer Review Quiz and your brochure on the TIME Classroom Program.

Name _____

Name of School _____

School's Address _____

City _____ Zone _____ State or Province _____

The
Tufts
Civic
Education
Center
.
Tufts
University
Medford 55,
Massachusetts

What About War?

WITH world-wide events making headlines nearly every day, young people want more facts about the basic problem of WAR and PEACE.

What About War?

WRITTEN for pupils of grades eleven and twelve in American History, Modern Problems, and World History courses, WHAT ABOUT WAR? gives authentic background information in readable and convenient pocketbook form.

Published by The Tufts Civic Education Center, the pamphlets in the *Living Democracy Series* are approved by the Publications Committee of the NATIONAL COUNCIL for the SOCIAL STUDIES, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Single copy, 45¢ 12 or more, 35¢ each

Examination copies available on request